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ABSTRACT

Instructional episodes are developed in this guide to illustrate focus and strategies for teaching Negro history K-12. Each episode reflects the anticipated social and intellectual maturity of the pupil at the grade level selected. Materials for primary levels stress human interaction within society; materials and activities chosen for grades 5, 8, and 9 begin to develop the distinction between ideal and real life; secondary school samples capitalize upon the emphasis of the elementary program and focus upon increasing precision of critical thinking as well as accuracy of knowledge. The secondary episodes are for U.S. history since 1929 in grade 11 and a sociology course in grade 12. In all episodes teacher and students try to determine if their attitudes have changed as a result of the study. Activities are adapted to local and state history and conditions. Student materials, quizzes, teaching strategies, and bibliographies are included in some episodes. (Author/VW)

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THE MADISON PUBLIC SCHOOLS

Department of Curriculum Development

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THE NEGRO IN THE SOCIAL STUDIES
CURRICULUM

Department of Curriculum Development
Madison Public Schools
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Foreword

By mid-decade the new "age of reason," the "golden sixties" which had dawned so full of hope, had turned into un-reason. While man confronted despair at the vortex of multiple frustrations, the bedrock of our American institutions was shaking with the social tremors of racial turmoil. The Negro is asking for visibility and acceptance as a man--not as a non-man without purpose, a noise without sound, a shadow without substance. He is asking to be seen as a fellow sojourner upon that long trail leading to the fulfillment of the American ideals so eloquently stated in the Declaration of Independence.

In assisting every student to prepare himself for a life of learning within the context of the American Dream, the school must lead the community in the establishment of those guidelines which develop the following:

- a positive appreciation of human relations.
- a fostering of better relations between individuals and groups of different racial and socio-economic backgrounds.
- a better understanding of human relations through emphasis of individual worth and potential.

What does this mean for Madison? It reinforces the following needs:

- to communicate the problems of ghetto living to the more affluent segment of the population.
- to recognize the anger and frustration that may cause social violence.
- to see America as multi-racial, multi-class and multi-religions.
- to develop an effective partnership among the home, the school and the community for the promotion of understanding in human relations.

While the following illustrations from the social studies curriculum cannot bring about the realization of these hopes, they can help to develop a climate conducive to reasonable approaches in the search for solutions to the racial divisions of our time.

Douglas A. Ritchie
Superintendent

Contributors

Irma S. Henson
Irene C. Schroeder
Susan M. Erickson
Douglas M. Mullen
David L. Parker
Jebby K. Phillips

Arthur H. Mennes
Director, Department of Curriculum Development

Omar N. Kussow
Coordinator of Social Studies

Introduction

Negro history is not a single episode to be pulled from a curriculum guide, taught as a self-contained unit of work at a given grade level, and put back with complacency--knowing that the Negro had been given his day. But Negro history is a system of names, facts and events inextricably interwoven with every fiber of American history. Negro history, along with the histories of varied contributions by all members of the American community, requires visibility in the story of our country--if that story is to be more than fiction.

Without visibility, without development of a positive self-concept, the Negro's current despair, insecurity and disenchantment with the American Dream may create tremors which will shake the bedrock of what Gunnar Myrdal calls the "American Creed." Every American deserves the opportunity to develop the sense of control over his social environment necessary to a positive self-concept--a need shared by the child of the ghetto and the child of suburbia. The increased visibility of the Negro will contribute opportunities for development of sense of self and of full participation in the flow of American life. Visibility of the Negro's role in the history of our country will also expose the suburban child to the diverse pluralism of the American world in which he will live.

For these reasons, the examination of the role of the Negro is included in the social studies curriculum beginning in kindergarten and extending through the senior year in high school. The following instructional episodes have been selected to illustrate the focus and strategies which are employed at various grade levels. Each episode reflects the anticipated social and intellectual maturity of the pupil at the grade level selected. Each example also reflects the curricular modes employed or emphasized at these various levels. For example, materials for primary levels stress human interaction within society while those for the intermediate years begin to develop the distinction between ideal and real life. Secondary school samples capitalize upon the emphasis of the elementary program and focus upon increasing precision of critical thinking as well as accuracy of knowledge.

The total social studies program centers upon three key objectives:

the promotion of self-respect and respect for others in society.

the presentation of accurate background information about minority groups in America as well as about the mainstream Anglo-Saxon middle class culture.

the encouragement of the pupil to examine specific individuals and situations rather than over-generalizing about people of a given race or group.

Guided by these objectives, we have made curricular decisions which hopefully will promote the development of characteristics which reinforce a positive sense of purpose and which give substance to the shadows cast by all men.

THE NEED FOR NEGRO VISIBILITY IN THE CURRICULUM

An address by Dr. Leslie H. Fishel, Director, State Historical Society of Wisconsin, presented to the Madison Public School staff, August 29, 1968.

I'm supposed to talk to you about human relations. That's funny, for several reasons:

1. You're a captive audience. You're here because you were told to be here, and because they're having coffee.
2. You're 1700 to 1800 in number. I can hardly see you all, much less relate to you.
3. As teachers, you're a minority group, probably insensitive to sweet talk about human relations. But rest easy on that minority group score. I know you well. One of my best friends is a teacher. I married her.

And there are some other reasons, too, why it is funny. Human relations is so vast, so intertwined with almost everything we as individuals do, that it defies speeches, even short ones. But if you will be patient, you will let me grind my special axe in this human relations area. Events have honed this to its sharpest edge in history. It's now poised as an axe to destroy or a hatchet to be buried.

What I can say about blacks and whites in this land, in this city, can with little distortion be adapted to relations between other minority and majority groups, say teachers and PTA's for instance. But I want to talk about blacks and whites because this relationship is of overriding importance right now, yes overriding importance.

Why? Never mind the commonplace reasons like centuries of discrimination, numbers, techniques, power. Use just one:

> The black people have begun to talk straight to white people, to tell it like it is.

For centuries, they've been hinting, like the woman poet who quoted whites as saying about blacks, "Their color is a diabolic dye." Like the black leader who counseled patience or the one who said to whites, "Cast down your buckets where you are." They've been putting us on - clowning, laughing, lying to white faces, and telling it straight behind our backs. Now that's changed. "I have a dream" has become "sock it to 'em, baby," or "burn, baby burn."

We whites like that "I have a dream" bit better because it is in the future something to contemplate in the late hours, but nothing that confronts, that threatens our equanimity or our interests. "Sock it to 'em" disturbs our sensibilities, rocks our structure a little bit, makes it prickly uncomfortable for us.

But that is telling it to us straight, like it is. Listen to one of their poets say it:

> i'm gonna wear the robes and sit on the benches and make the
> rules and make the arrests
> say who can and who can't
> baby, you don't stand a chance
> i'm gonna put black angels in all the books and a black Christchild
> in Mary's arms
> i'm gonna make black bunnies, black fairies, black santas, black
> nursery rhymes and black ice cream
> i'm gonna make it a crime to be anything BUT black....
>
> --Mari Evans

One of the bright young black academics recently put his finger on it. The question of the transformation of American society to one in which blacks have full equality and full justice and full opportunity is no longer if but how. And, he went on, the questions of black resistance to degradation and exploitation, of black aggression against dehumanization, are no longer if but how. The black extremists have told us about their "how," have demonstrated how they want to achieve these goals - by violence, by destruction. It remains for whites and non-extremist blacks to come up with a better, more dynamic, more constructive approach, but one that does not compromise with the full stature which blacks demand and deserve.

How? That's the question and I think that question falls right in your lap - or on your neck. Because how you, as teachers, approach black-white relationships, so will this city and this nation respond You can be the bridge or the barrier; you can supply the cement or light the fuse.

For your students you bring continuity to the present from the past. You exalt or decry our traditions, expand communication skills, compare other nations and other peoples, and bring into the classroom, from k through 12, a thousand and one bits and pieces of information which bear directly on human relations.

Are you a bridge or a barrier?

More than that, you, as persons, as human beings, are on stage for our young people during the most critical period of their lives. You probably have more influence as human beings than as teachers. Youngsters watch you in and out of class, catch the nuances of your prejudices, glimpse your reaction to the system of which you and they are a part. If over a period of months your resentments show, if you are covering up your real feelings, if you are cheating the system and the youngsters, they know it. And if you can do it, they can, and do, learn to do it.

They can and will learn because their conscience has been blunted and eroded, their sensitivities dulled by school. For conscience is the antenna of human relations, and teachers are the keepers of America's conscience. Keepers of America's conscience - is this too large a trust? It is yours for young people, by precept and example, in and out of the classroom.

And one part of America's conscience is the whites' centuries-long exploitation and dehumanization of Negroes. This is what must stop, not if but how. You as teachers by precept and example can be a part of choosing the constructive "how." The precept is easy, since you are professionals and there are in-service programs, bibliographies, and a host of accessible tools. The example is hard, because it means convincing yourselves that black and white are fully equal, fully even - and then acting that way 24 hours a day.

We all must follow this example as parents, citizens and people. But the burden, now, is on the teachers, on the keepers of America's conscience. The wise black who drew the distinction between if and how also said, "If a nation can destroy its conscience, it is capable of self-destruction." If teachers cannot keep the conscience of this nation, we are in danger of self-destruction.

But maybe this is too large a challenge, too gloomy a picture, too nebulous, too exaggerated to ring true. If you have this reaction, remind yourselves about Martin Luther King, and Medgar Evars and the dead in Watts, in Detroit, in Milwaukee. It can become a question of survival for some, a question of life and death. Some will live and some may die. But remember, keepers of America's conscience, if a nation can destroy its conscience, it is capable of self-destruction.

Now if this is too large, too gloomy, too nebulous, too exaggerated, you may be comforted by the rosier view taken by this poet:

> I, too, sing America
> I am the darker brother.
> They send me to eat in the kitchen
> When company comes,
> But I laugh
> And eat well,
> And grow strong
> Tomorrow,
> I'll sit at the table
> When company comes
> Nobody'll dare
> Say to me
> "Eat in the kitchen,"
> Then.
> Besides,
> They'll see how beautiful I am
> And be ashamed
> I, too, am America.
> --Langston Hughes

This is a happier view, the "I have a dream" view. But the sharp edge of the axe is there. Notice it reads, "Tomorrow...nobody'll dare...." And that poem, keepers of America's conscience, was written a half-century ago.

Negro History: A Unit for the Primary Grades

In the primary grades, the introduction to Negro history takes the form of a series of positive experiences involving the abstract (historical) Negro. The various projects are designed to yield information about the impressive array of prominent figures, historical and contemporary, who happen to be black. In the face of this evidence, the prejudices of race to which most pupils have already been exposed to some degree, may be questioned naturally and objectively, without blatant propagandizing on the part of the instructor.

In order to approach present problems, without confronting them directly, students could be encouraged to engage in role-playing, or speaking or writing, from the point of view of a colored child. This kind of assignment has the added advantage of developing a "feel" for circumstantial differences which do not contradict the conception of a basic "human-ness" shared by all men.

In the course of this unit, students will read, report, discuss, debate and draw; they will listen to records, view films, examine displays and charts, and hear lectures--perhaps from resource persons in the community. Suggestions that the parents help the child collect data from periodicals and TV programs in the home could involve the rest of the family as well, bringing additional immediacy to the learning experience.

The amount of variety of content and teaching strategy is as vital for young children as it is in the problem-oriented approaches geared to the needs of junior and senior high school students. It is because our society has limited the experiences of the Negro, and concurrently white experiences with him, that the unreal conception of the Negro as inherently limited has been accepted by both races. The educational goal suggested by this is stated succinctly in the introductory "Unit Overview:"

> The purpose of this unit is not to teach the Negroes, but to bring about alteration in awareness and attitude--of all children.

How can the history of the Negro in America contribute to "alteration in awareness and attitude?" Materials in this unit suggest at least four areas of potential change:

1. Exposure of the absurdity of racial discrimination in terms of "human Being:" A list of basic human needs, abilities, inherited characteristics and learned behavior--the students can contribute most of this information--will reveal many contradictions in the public manifestations of prejudice. (For example, if the Negro were "incapable" of reading, why were so many laws passed against teaching him letters?)

2. Examination of historical interaction between Negroes and whites which "society" requires by definition: There have been many occasions of cooperation between the races to their mutual benefit, i.e. the Civil War and the westward expansion.

3. Evaluation of the sources of racial misconceptions (inferred from early experiences in the immediate environment):

   a. confusion of blackness and dirtiness.
   b. fear of "different" physical characteristics. (The very old, the extremely tall, and the obviously handicapped all fit within this category.)
   c. childish assumption that Negroes are Caucasoids who have turned black.
   d. reaction to riot newsreals on TV.
   e. subordinate roles of Negroes on radio and TV programs.

4. Appreciation for the many accomplishments of Negro scholars, inventors, scientists, educators, poets, journalists, and political leaders: The overwhelming list considered in this unit should have the effect of (a) providing the Negro youngsters with a proud cultural identity, and (b) the white youngsters with a respect for that identity.

One cannot help observing, completely apart from the content of the unit, that the teaching strategies could have positive carry-over in subsequent units and other courses as well. Students cannot help benefiting in all future experience from participation in this thorough and varied investigation, which is constantly being bonded to personal experience, imagination, and judgement. Typical of this valuable process is a suggestion made in the final "Evaluation" section that each child have a chance to react to any changes in the "alteration" of his own thinking.

> Listed as a "Mode of Inquiry," activity "2b" can be used several times as a means of evaluating throughout the unit. Creative writing, even in its simplest form, can reveal attitudes. The class might be shown a picture of some Negro children and asked to write a short story about them. After the stories are read by the teacher and/or read to the class, it would be well to discuss whether or not the same stories would have been written without the unit on Negroes.

Negro History: A Unit for the Primary Grades

Unit Overview

In this unit of Negro history, the emphasis has been placed on the general social studies aspect for two reasons: (1) children in the primary grades are not quite ready to cope with the abstract nature of historical time, and (2) the social studies are closely related to so many other content areas. The approach involves presenting the student with materials appropriate to his grade and level within several subject contexts. This "integration" will prevent unintentional reinforcement of the present isolation of Negro history.

The teaching strategies include directive and non-directive discussion, role-playing, individual and group research and reporting, and the use of various audio-visual materials. Evaluating techniques include observation of student participation in discussions, role-play situations, creative writing assignments and art work.

The purpose of this unit is not to teach the Negroes, but to bring about alteration in awareness and attitude--of all children.

Concepts taken from the Tentative Guide for Social Studies K-6, which suggests an order for presentation of Negro history materials:

Grade

K a) Families make up a neighborhood community.

b) Family needs are similar.

1 a) People work together in their homes, schools and neighborhoods to satisfy their basic needs and wants.

b) Being a member of a group requires many adjustments.

c) How people live is related to location and local customs.

2 a) Man has always lived in groups; as societies become more complex, the need for interdependence increases.

b) How people live and work depends on the kind of community and it location.

3 a) Community growth and development are affected by many influential factors.

b) Location and resources profoundly influence the development of a community.

c) With problem solution, new problems may evolve.

Goals

I. To form positive concepts regarding the Negro.

II. To investigate "Negro History," discover the interaction between the two races and gain the information which is necessary to prevent the misconceptions and generalizations regarding the Negro.

   A. The basic physical, emotional, or spiritual needs of all human beings are the same.

   B. Negroes have made, are making, and will continue to make contributions to our society.

Activities	Materials
1. Read a book such as: Whistle for Willie, by Ezra Jack Keats, The Snowy Day, by Ezra Jack Keats, What Mary Jo Shared, by Janice Udry, or Swimming Hole, by Jerrold Beim.	Books Pictures
2. a) Appropriate sections from the Holt Urban Social Studies Series can be read and discussed to point out the similar needs of both races. Level 1 - William, Andy and Ramon Level 2 - Five Friends at School Level 3 - Living as Neighbors	Books Pictures Transparencies
b) The Silver-Burdett Series, The World Children Live In (Books 1 through 5), pictures and text showing the similarity in man's needs, can be used to promote group discussions.	
c) Role-playing situations with the children pretending they live in hot areas, cold areas, deserts, cities, rural areas, etc., can be used to dramatize that basic needs do not change regardless of the setting.	
3. a) Students, working individually or as members of small groups, could be asked to find books and magazine articles on the contributions of famous Negores. Help might be sought from librarians or parents. The information could then be presented to the class as a basis for discussion.	Books Newspapers Magazines Film
b) Illustrations of Negroes and their contributions and inventions.	
c) Members of the community who belong to or are involved with minority groups could be asked to speak to the class.	
d) The film, Negro Heroes (F-1002) provides an excellent way of presenting information about some Negores who helped in building our country. It is elementary enough to be used at any primary grade level.	
4. a) Present the John Henry kit (filmstrip, book and record) which shows how a Negro helped in the building of railroads. (Kit is in Central IMC.)	Filmstrip Record Books
b) Tell the class, with the use of books and experience charts (or refer back to the group report and discussion), about Negro inventors. Examples of such inventors of interest to primary students are: Elijah McCoy made an automatic lubricating machine that could oil trains while they were still on the tracks.	

Activities

Materials

George Washington Carver discovered dozens of uses for peanuts and soybeans, this saving the agricultural South from economic collapse.

Jan Matzeliger invented the first machine that could attach soles to shoes.

Garrett Morgan invented the automatic traffic light.

c) Use the John Henry materials as a springboard to a discussion or unit on the "larger-than-life" folk hero, including both Negro and white representatives: Uncle Remus, Paul Bunyan, etc.

d) The book, Negro Cowboys, which should be in most IMCs could be used as a resource book for primary teachers who want to explore the topic. Such a topic would probably be greeted with great enthusiasm by primary children.

5. Ask students to bring in news clippings and reports heard on TV and radio involving both Negro and white people. Parents can assist the children in locating these items and if necessary, jot down a sentence or two for the children to report to the class. Discuss word choice and emphasis in reporting.

Television
Radio
Newspapers
Magazines

6. To help the children understand the concept of minority, such groups can be established within the classroom, i.e. all of the children with red hair, all of the children with purple shirts on, etc.

7. Read the much anthological poem, "Incident," by Countee Cullin to the class. Encourage the students to react to the poem--first from their own point of view and then from that of the narrator.

Mode of Inquiry (Numbered to accompany the listed activities.)

1. Ask questions, i.e. "How did you feel when you couldn't whistle?" "Did Willie feel the same way?" "Did you ever have the same problem as Mary Jo?" Demonstrate that frustrations and joys are universal.

2. a) Question about their own needs and their families' needs. Expand this questioning to include communities and the multi-ethnic make-up of most communities. The books listed can provide the stimulus for discussing the basic needs of all races.

   b) (1) Questions, i.e. "If you had to move to a new house or apartment, where would you like it to be?" will show attitudes and needs of the children participating in the discussion.

      (2) Show picture of two well-dressed children, one Negro and one white, and two sloppily clad children, one Negro and one white. Ask children to whose party they would rather go or which children they would choose to be their friends.

      (3) With transparencies and overlays set up a situation showing white children. Discuss these children as possible friends, classmates, etc. With the overlays, change these children to have features of other races. Then ask about these children and their desirability as friends, neighbors, etc. (After this unit has been explored, this same activity may be used as an evaluative device to check attitude changes.)

3. Invention and inventors may have to be defined for the children. After this has been done, ask the children if they know of any Negro inventors. They (and the teacher) may not be aware of any. After some examples have been cited, either by the teacher or group reports, discuss possible reasons why such information is not generally known. Some conclusions might be that what we hear and read is not always 100% accurate or complete, and we do not have to accept everything we hear and read. (This may be a bit too complex for primary children, but many are able to comprehend that justice is not universal and that this is the reason for our not knowing much about the Negroes and their contributions to our country.)

4. a) The John Henry kit could motivate inquiry into the Negro role in the westward expansion. "Was there cooperative interaction then?" "Is this interaction still going on?" "Where?" "How?" "Can you become a part of it?"

   b) The Negro Cowboys, a whole new idea to the children, will generate many questions for discussion: "Have you ever seen a Negro cowboy in a movie?" "Why didn't you know that Negro cowboys existed?"

5. a) If the events reported have violent overtones, the possible reasons can be discussed and further studied. After the children have reached the depth at which they can actively participate, an appropriate question would be, "What can we do to help or alleviate the situation?"

   b) Children should be encouraged to ask questions: "Who told you?" "How well informed is he?" "Is this right?" "Do I have to let myself be pressured into doing what I think is wrong?" (Such questions should not be saved for this particular activity, but should be employed in many classroom situations.)

Evaluation

It is hoped that a change in attitudes will be the result of this unit. Teachers may wish to do some record keeping to facilitate the measuring of attitude changes. Observations of student participation in discussions and role-playing situations will provide a fairly accurate picture of the feelings regarding the Negro.

Listed as a Mode of Inquiry, activity 2b can be used several times as a means of evaluating throughout the unit. Creative writing, even in its simplest form, can reveal attitudes. The class might be shown a picture of some Negro children and asked to write a short story about them. After the stories are read by the teacher and/or read to the class, it would be well to discuss with the class whether or not these stories would have been considered as possible story topics if Negro contributions to our society were not a part of the curriculum.

Negro History: A Unit for the Fifth Grade

An Introduction

The proposed fifth grade Negro history curriculum resembles the primary materials in that all teaching strategies and logical processes are retained, although in more accurate and demanding forms. The emphasis on variety and objectivity, and the over-all purpose remain the same . . .

> The purpose of this unit is not to teach the Negroes, but to bring about alteration in awareness and attitude--of all children.

except for the addition of the following "general concept" which is to be defended, reacted against, and modified during this unit and those which follow:

> Americans share basic needs and rights, in exchange for fulfillment of which all must assume responsibility to contribute to the common good--in spite of adverse influence by factors beyond individual control.

There are also differences between this plan and the one proposed for younger children. First of all, this one is much more historical in the traditional sense, with the chronological ordering of materials from the "Exploration and Colonization of the New World" to "Growth of Industry and Progress to Present Day in America." And materials facilitate the formation of several relatively sophisticated conclusions:

1. The black man has been neither a cipher nor an animal, even during those years when he was legally one or both: he never acquiesced to the institution of slavery, as his hymns clearly testify: nor did his white masters completely accept their own myths about him, as their laws clearly reveal.
2. In spite of legal barriers, individual repression and murderous hostility, the black man has contributed widely and importantly to the American nation. The primary-level "picture" of a relatively few Negro heroes is filled out with hundreds of men and women, often less famous but no less important.

This unit presents a "normal" spectrum of accomplishment by the Negro race, making it impossible to dismiss as irrelevant, as biological accident, the "few" brilliant blacks.

3. Racial conflict in America exists as the Touchstone which will reveal whether democracy is gold or dross. The peoples of East and West, of the Communist and Free world, three-fourths of them "colored," will judge the United States on the speed, sincerity and efficacy of solutions to this problem.

An Historical Context

One of the most striking facts, one usually neglected by historical survey courses, is that the first black men arrived on this continent with the earliest explorers, before slave trade to the New World began. In 1651, for example, before the landing of the Pilgrims, a Negro named Antony Johnson was granted 250 acres in what is now Virginia, and was importing his own servants. On the crews of Columbus and Balboa were black men from various areas in Africa. Their description provides the opportunity to discuss this continent as one of different terrains, peoples, cultural levels, etc., instead of as one "dark," backward, and vaguely malignant whole.

Although all American history texts contain the engraving of the nasty British firing into a crowd during the Boston Massacre, very little is taught about the approximately 5,000 Negro soldiers who served in the Revolution, or of the circumstances behind this service. Perhaps a partial explanation for the omission can be laid to an attempt to save face for General Washington, who rigorously opposed such an event--until he was over-ruled by the threat of losing all this manpower to the other side. The thought of arming the slaves awakened a guilty fear in the heart of every slaveowner that these "cattle" might one day challenge their white masters. At any rate, the government ended up paying slaveowners $1,000.00 for each slave made available for military duty; Negro veterans were given their freedom and $50.00 at the end of the war.

Most Americans have thrilled to the fact and fiction of the American Frontier; the Lewis and Clark Expedition, the Gold Rush, and the Mormon migrations are familiar to practically every inhabitant of the United States. But the fact that black people made up a part of each of these three waves of exploration and settlement, and many others as well, is not generally known. The same is true of the Negro role in the building of the railroads. The very idea of a Negro cowboy seems incongruous, and yet there were thousands of black men who engaged in this kind of work--before and after the Emancipation Proclamation.

But prejudice also moved West, and from the very first, white men tried to prevent the Negro from sharing the new land and its wealth of resources. No frontier state allowed Negroes to vote or to hold office. There were some states which refused entrance to colored people. However, the slavery question--and it was a question, not generally accepted policy--was to be put to the nation as a whole. The Negro himself did not sit out this confrontation, but took his place in the lines. An estimated 186,000 slaves and freedmen, 75 of them officers, served in 449 battles of the Civil War.

This unit describes the circumstances leading up to the War Between the States as a complex and agonizing series of conflicts: some economic, some social, some psychological, and some political. It is necessary to understand the complexity existing in the 1800's in order to appreciate the even greater complexity of the racial situation today; a legal document was not enough to "free" the Negro then or now. Then, as now, the men who took the various stands for and against racism did so for a great variety of reasons: there was, and is, no single messianic crusade by the North to wrest a chalice from the Saracen South.

A Modern Application

The lion's share of these materials pertains to twentieth century America, with an emphasis on the State of Wisconsin. At this point in the chronology, the straight historical approach is diverted into sociological, psychological, political, geographical and cultural concentrations. As the extensive approach becomes an intensive one, the student is called upon to use all the background information to interpret events of his own time. The curriculum may stimulate questions such as these:

1. What Negroes have achieved fame in what fields? How has this success been attained?
2. Is it significant that Negroes excel in __X__ field?
3. Have accounts of the lives of successful Negroes been easy to find? Why or why not?
4. Is the ease (or lack of it) in finding information the rule or the exception to the rule? Why?

Students are asked to make judgements, and material forming the basis for these judgements is presented in a relatively objective manner: for example, both passive resistance and violence are considered as alternatives to be weighed in terms of circumstances, consequences and goals.

Much more than in the primary unit, emphasis is on the Negro population of the United States as a whole, rather than on a few outstanding individuals. There is also some attempt to suggest which characteristics of the Negro minority in this country are shared by other minority groups of various races and nationalities. Subsequent materials will aid classes in the development of this comparison/contrast and call forth meaningful generalizations about the role of the minority within the framework of majority rule.

There is a definite attempt here to demonstrate the positive side of a lesson which should have been learned after the Civil War: that there is no official policy or practice whose effect can be confined to one part of the country. Slavery, though widespread only in the agrarian South, deeply affected many lives in the North through moral indignation and action, economic jealousy, desire for political equality, etc. So today, looting in Detroit or fire-bombing in Watts is as important in Kansas as it is in those cities because national "top priorities" are decided for and by the nation as a whole; we all decide whether there will be guns or butter, order or justice, (prevention of) Communism or poverty. etc.

These instructional materials intentionally complicate the choices at the end of the last paragraph by bringing members of a minority we have convinced ourselves is inherently happy and gay into intimate focus. What is the message of the Negro spiritual? What is the philosophy of jazz? How does the Negro who fought in World War II feel about the progress of the Civil Rights movement? What is the reaction of the Negro veteran of Vietnam? Is the boycott of the olympic games by Negro athletes justified?

The immediacy of these questions is further emphasized by information about Wisconsin, including census figures, employment descriptions, and biographical anecdotes. Some of the items are surprising, others encouraging, and a few others shocking.

An Overview

Like the unit designed for primary children, this one contains a projected follow-through which allows students to evaluate any changes in their own attitudes and those of their classmates. The teacher is encouraged to keep track of apparent changes as they occur in discussion and written work. One excellent index of attitude alteration is the definition of words or phrases from the list of seventy-five items of racial vocabulary. This list includes "'de facto segregation,'" "Reconstruction," "boycott," and "literacy test." Both denotative and connotative meanings should be considered here.

Divided among the various sections of this blueprint for the teaching of Negro history is an encyclopedic amount of names, dates, and events germain to this area. Some names are "familiar" although most are not, but the lists consist of a great deal more than mere information; they yield the unmistakable conclusion that in spite of enormous odds, the American Negro has made an overwhelming number of invaluable contributions in every field of human endeavor. Consider just a few examples:

> Benjamen Banneker (1731-1791) was the first American Negro to write almanacs and scientific treatises--on literally hundreds of diverse subjects, including bees, locusts and clocks. He was selected by President Washington to help survey and plan the national capital of Washington, D. C. He spoke out against the evils of slavery and wrote a letter to Thomas Jefferson asking him to support the cause of Negro freedom.
>
> Frederick Douglass (1817-1895) a famous abolitionist, traveled around the country speaking and writing against slavery. He founded The North Star, an abolitionist newspaper. His life was threatened many times--once he had to flee to Canada. Douglass served as an advisor to Lincoln, whom he urged to use Negroes in the Union army. (His own two sons were able to serve.) He was recorder of deeds for the District of Columbia, and in 1889 was appointed ambassador to the Republic of Haiti, in the West Indies.
>
> Dr. Charles Richard Drew saved many lives during World War II when he solved the problems of producing blood plasma from whole blood and became in 1940 the first director of a project for collecting blood plasma for American armed forces.
>
> W. E. B. DuBois (1868-1963) was the first Negro to receive a Ph. D. from harvard University. He held propressorial posts at Wilberforce University and the University of Pennsylvania; he wrote a number of books, including The Philadelphia Negro, a study of the life of Negroes in a large city, and The Souls of Black Folk, a cry against unfair treatment of American Negroes in general. The moderate Booker T. Washington met with DuBois' complete disapproval when he advised Negroes to stay out of politics and prepare themselves for farming and skilled trades. DuBois said that the result of this would be a second-class citizenship; he believed that Negroes should become doctors, lawyers, businessmen and politicians. DuBois helped to organize the Niagara Movement, which later became the NAACP. DuBois became disillusioned with the frustrating snail-pace of the Civil Rights movement and joined the Communist Party. In 1957, he left the United States for Ghana, where he died in 1963.

Examples like the last one are not presented for mere shock value, but in order to round off what is intended to be an objective picture. It would be very easy to use the achievements of Thurgood Marshall and Whitney Young as reason to ignore Stokely Carmichael and Ron Karenga. But these men and their ideas must be discounted because it appears that there is no longer unlimited time for a "gradual" solution of racial conflict. Although it is quite true that "you cannot legislate the human heart," you can point out to the human mind that there is a frustration threshold which is rapidly being approached in our cities. Dare the white world risk thwarting the Negro intelligentsia, the potentially constructive leadership pool, until this group embraces an idealogy which seeks to undermine the democratic way of life? How many talented Negroes, fustrated to the breaking point, choose communism as have W. E. B. DuBois, Richard Wright, Paul Robeson, and many heroes of "new" Africa? Can we afford the luxury of racial prejudice? Is the "alteration of awareness and attitude," which is the purpose of this teaching unit, a matter of socio-political life and death for the United States of America?

Negro History: A Unit for Fifth Grade

Unit Overview

This unit is designed to aid the classroom teacher in his effort to make basic Negro history materials an integral part of his curriculum.

The teaching strategies include large-group instruction, small-group discussion, role-playing simulation, creative writing, and individual and group research reporting.

Evaluation techniques used to determine student progress include observation of performance in discussion and role-play situations, and evaluation of group or individual written and oral reports and imaginative literature, and correction of worksheets and tests.

Our information about world problems comes from audio and visual materials encountered in schools, at home and in theaters. For this reason, it is of transcendent importance that any effort to integrate school curricula first concern itself with the most useful of these available aids to teacher and student.

The purpose of this unit is not to teach the Negroes, but to bring about alleration in awareness and attitude--of all children.

Negro History - Grade 5

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13. Map Showing Where Negroes Live in Madison
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General Unit - Negro History - Grade 5

General Concept: Americans share basic needs and rights, in exchange for fulfillment of which all must assume responsibility to contribute to the common good--in spite of adverse influence by factors beyond individual control.

Sub Units and Concepts

I. Exploration and Colonization of the New World

Concept: The Negro has contributed to many aspects of American life since his arrival on the continent with the early explorers.

II. Growth of a New Nation - Revolutionary War Era

Concept: The Negro contributed to the growth of a new nation by joining other settlers in conquering the frontier. Negroes also played an important part in helping America gain independence from Great Britain.

III. Westward Expansion

Concept: The Negro was one of the important ethnic groups to join in the difficult struggle to settle the West. Negroes accompanied the Lewis and Clark expedition, Gold Rush, Mormon migration, and the exploration and settlement of lands from Florida to the far Northwest.

IV. Civil War Period

Concept: The Negro played a vital role during the crucial years of Civil War conflict. It was a time of struggle and hope for Negroes. Many important Negro figures emerged during the pre- and post-war periods.

V. Growth of Industry and Progress to Present Day in America (with emphasis on Wisconsin)

Concept: The Negro has contributed to the progress of America by improving his status and overcoming many obstacles in an attempt to acquire equal opportunities in all areas of life. Negroes have advanced in both academic and non-academic fields and hopefully will achieve full equality as attitudes change among the majority groups.

Wisconsin has done much in the Civil Rights Movement to preserve the ideal of equality by protecting rather than restricting the Negro.

Specific Teaching Goals

Because there is no special methodology to be used in teaching about the Negro, a teacher should use any method or methods that he has successfully employed in the past in other areas of work. The plan to follow should be adaptable to all curricula.

Objectives

1. Show that the Negro has contributed to many aspects of American life since his arrival on the continent with the Spanish explorers.

2. Help all students understand the barriers to realization of the Negro's role in American history.

3. Show the Negro's part in our history within the larger context of American growth-problems.

4. Show that Negroes never willingly accepted slavery or second-class citizenship.
    a. Civil rights drive began long before the 1960's.
    b. Many individuals and groups have been involved in helping the Negro obtain justice and equality.

5. Provide a basis for Negro pride in their African and American heritages, at the same time demonstrate to white students that this pride is justifiable in terms of, for example, the contribution of African culture to American (and European) music, art, architecture, etc.

I. Exploration and Colonization of the New World

Concept - The Negro has contributed to many aspects of American life since his arrival on the continent with the early explorers.

Strategies

a. In a large group presentation, a film or filmstrip may be shown on any early explorer whose crew contains a Negro at work with a group. Children should be asked to watch for characteristics of people involved--What countries are represented? How do you know? Where could one find information on the early explorer and his crew? Give time for oral comment. Call on students for suggestions. Teacher should write ideas on blackboard.

b. Teacher may use the record "Glory of Negro History" by Langston Hughes. May use variety of activities as follow-ups. (Check activities.)

c. Teacher may list 3 or 4 dates of importance in regard to Negro history i.e. 1492, 1538, 1619, 1688. Find out what each date has to do with the Negro. Are there any others?

d. Ask for volunteer committee for research.

e. Teacher may assign outside reading or read part of book that would give information on the Negro in early exploration of America. (Check with librarian to find out what books are available.)

Media - filmstrip | pictures
film | reference books
record | story books

Mode of Inquiry - Why did first Negroes come to America? What was an indentured servant? How did slavery come about? Why weren't the Indians enslaved? Where were Negroes most wanted? Why? Discuss reasons why the Negro should be studied in this unit? What did the Negro contribute to early America? Who was Antony Johnson? (He was a Negro who came to America before the Pilgrims, acquired property in Jamestown, in 1651 he was granted 250 acres in Virginia and was importing his own servants.)

Activities

1. Locate on a map all places representing the homes of explorers. (Be sure to include Africa, the home of the explorers with crews of Columbus, Balboa, etc.)

2. Report on life of Negro explorer (Could also write story or poem on adventures of a Negro explorer.)

3. Write essay on treatment of Negro during exploration. Write on thoughts of a Negro as he compares his native land with new homeland.

4. Illustrate adventure with individual art work, group mural or dioramas.

5. Compare today's problems with problems of early history.

Evaluation

Refer to list of general evaluations. Choose those which best fit your particular unit of work.

II. Growth of a New Nation - Revolutionary War Era

Concept - The Negro contributed to the growth of a new nation by joining other settlers in conquering the frontier. Negroes played an important part in helping Americans gain independence from Great Britain.

Strategies

a. Use entire class or committee to obtain information on the topic, "Colonial Figures of Importance" for the purpose of identifing those who contributed to American life before the year 1800. The list might include some typical Colonial leaders: Benjamin Franklin, George Washington, Peter Zenger, Alexander Hamilton, Ann Hutchinson, Cotton Mather; and the names of Negroes Benjamin Banneker, Philis Weatley, and Richard Allen.

b. Present all findings through a program such as "Meet the Press." (Include whites and Negroes.)

c. Use film, "Negro Heroes" (F-1002, 11 min. color.) Follow up with discussion. (Check activities for additional ideas.)

Media -		
	Encyclopedia	Transparencies
	Biography Books	Bulletin Board
	Film	Record

Mode of Inquiry - What are some important reasons for studying the history of the Negro? How did the Negroes help to secure the independence of the United States? Discuss any problems the Negro had during this period. How were they overcome? What documents in early American history were important to the Negro? How would the statement, "All men are created equal," be interpreted then? Now? Why did the southern colonies have more Negroes than the middle and northern colonies? How important were the Negroes during the Revolutionary War?

Activities

1. Report on work of Negro during Revolutionary War.

2. Write a page of a diary that might have been written by a Negro soldier who served in the Revolutionary War.

3. Write a play on a Negro family that came to America during the Revolutionary War.

4. Make a bulletin board or table display showing the importance of the Negro in this era.

5. Role play an important Negro person.

6. Use record, "Glory of Negro History," by Langston Hughes (Folkways FC 7752).

7. Have committees give viewpoint on special historical groups i.e. slaves, slaveholders, free sailors, abolitionists, believers in popular sovereignty. Material is available in the paperback, Slavery in the South, by Harvey Wish, published by Farrar and Straus, New York, 1964.

8. Material obtained in No. 7 may also be presented by debate.

9. Have students identify silhouettes placed on bulletin board by teacher i.e. Washington, Franklin, Douglass, Lincoln. Then give brief report on each.

(Notes for the teacher regarding this unit.)
In the first battles of the Revolutionary War the Negroes fought side by side with white soldiers, but George Washington, commander of the American Troops, issued an order forbidding all Negroes, slaves and free Negroes to enlist. Then he learned that the British government had offered freedom to all slaves who would join the King's army; so thousands of slaves immediately deserted their masters. Washington then changed his decision and about 3,000 Negroes enlisted. Also the government paid slaveowners $1,000 for each slave they permitted to fight. At the end of the war the Negro was given freedom plus $50.00. It is estimated that some 5,000 Negroes served. Crispus Attucks and his followers participated in the Boston Massacre, where Attucks, himself, was killed. James Armistead was an important Negro spy who worked for General Lafayette. Negroes also fought in the War of 1812.

Evaluation

Refer to page of general evaluations. Choose method or methods which best fit your particular unit of work.

III. Westward Expansion

Concept - The Negro was one of the important ethnic groups to join in the difficult struggle to settle the West. Negroes accompanied the Lewis and Clark Expedition, the Gold Rush, the Mormon migrations, and the exploration and settlement of land from Florida to the far Northwest.

Strategies
a. Use any of the films appropriate to this unit. Read the stories of the events presented by films. Were there any Negroes in the story? Who were they? Why were they important in westward expansion? What can you find out about any one of them?

b. The "Landmark" record may be used for this particular time in history. What contribution was made by the Negroes?

c. Read from a book that definitely includes the Negro in the story. (Check with the librarian on the many new books in school libraries and at Central IMC.)

d. Use filmstrip, record, and book on John Henry. How is this legend similar to other American legends? Discuss.

Media -		
Media -	Films	Library Books
	Filmstrips	Records

Mode of Inquiry - Why was the invention of the cotton gin important for the plantation owner? How did this effect westward expansion? How did the Negroes aid the settlers in moving west? Discuss any documents important in the life of a Negro as the U. S. expanded westward? (Review contents of state constitutions as states continued to join the Union.) Why were the Negroes interested in migrating to newer areas? What problems did the Negroes meet when they settled in these areas? How do the problems then compare with the problems of today? What kind or kinds of employment did the Negro engage in? Why?

Activities
1. Imagine you are a writer. Develop a plot for a movie about the westward movement and use the different nationalities and races as your heroes. Different groups may stress different minorities.

2. Make a bulletin board display, table display or illustrated report on one of the following inventors and his invention:
   a. Jan Malzeliger invented machine that manufactured an entire shoe.

   b. Garrett A. Morgan invented the automatic traffic light and gas mask used by Americans in World War II.

   c. Granville Woods developed an automatic air brake.

   d. Lewis Latimer worked with Alexander Graham Bell and made the patent drawings for Bell's first telephone.

3. Write a page diary of a Negro boy or girl who traveled to a new Western settlement. (Think of problems and how they may have been solved.)

4. Write a story, poem or play using dialogue of a Negro and Indian as they traveled westward.

Information for the Teacher

1. Negro freedmen and slaves joined other pioneers in the difficult struggle to settle the West.

2. Jean du Sable, a Negro, settled in a miserable spot on Lake Michigan. In 1799 he built the first permanent house on the shores of Lake Michigan. He was Chicago's first builder, first meat packer, first merchant. The "father of the metropolis" was a wealthy, well educated man who spoke English, French, Spanish, and several Indian dialects.

3. Indian-Negro alliances were common in Spanish Florida where perhaps thousands of runaways from the deep South joined Seminoles, [illegible] formed their own free communities.

4. Negroes were significant in development of both Texas and California. Negro cowhands tied and branded cattle long before they were freed. Negroes, slave and free, fought for Texas independence.

5. In California's Gold Rush many Negro slaves won their liberty by striking it rich for their masters.

6. Negroes became a vital issue in pre-Civil War America because of their participation in the westward movement. Slaveholders and free sailors battled for control of the Western states, and warfare erupted in Illinois in 1830 and Kansas in the 1850's.

7. Negroes could not vote or hold office in any frontier state. Many state constitutions forbade Negroes from even crossing state lines.

8. The cotton gin brought vast changes, turning the South into an aggressive business that wore out land and people.

Evaluation

Refer to page of general evaluations. Choose method or methods which best fit your particular unit of work.

IV. Civil War Period

Concept - The Negro played a vital role during the crucial years of Civil War conflict. It was a time of struggle and hope for Negroes. Many important Negro figures emerged during the pre- and post-war periods.

Strategies

a. Read material about events leading up to the Civil War. Show film or filmstrip on pre-war era. Why do you feel that trouble is brewing? How did the leaders try to compromise? Study and discuss the Missouri Compromise, the Abolition Movement, the American Anti-Slavery Society headed by W. L. Garrison, and the Underground Railroad.

b. Continue above method for the war years. Also add records and library books on important people of this time, such as Frederick Douglass, Abraham Lincoln, Nat Turner, W. L. Garrison and any other leaders.

c. Assign research groups or individuals to find information on causes of the Civil War, reasons why the Negro rebelled, the meaning of "states rights," and the division of the country.

d. Discuss current articles on civil rights. Guide discussion to the background and content of the 13th, 14th and 15th amendments. What connection do these have to present-day problems?

e. Post-war study: include discussion of Reconstruction, the Ku Klux Klan, the freeing of slaves, Freedman's Bureau and other events and institutions pointing toward modern times.

Media -		
	Texts	Overhead
	Films	Records
	Filmstrips	Reference Books

Mode of Inquiry

1. What were some of the worst features of life as a slave on a plantation?

2. What were some of the arguments used by the planters to justify their contention that slavery was good for the Negroes?

3. Who were some of the people who had high status in the South before the Civil War?

4. What was the role the Negro had to play in the presence of white people? Why?

5. What was the status of a Negro slave?

6. Why was it difficult, if not impossible, for a slave to improve his status and role?

7. How does racism help explain some of the problems of American Negroes during the era of slavery?

8. What effects has slavery had on white Americans? On Negro Americans?

9. What amendments were added to the Constitution after the Civil War? (13, 14, 15)

10. What is the difference between a law being passed and a law being enforced?

11. Have the three amendments which were added always been enforced? Explain.

12. What problems were faced by the Nation after the war? Discuss Reconstruction.

13. What conclusions can be reached about the Negro during Reconstruction?

14. What were some of the major activities of the Freedman's Bureau?

15. Why did most Negroes have difficulty making progress during Reconstruction?

16. What documents of importance to the Negro had been added to American history by the end of the Civil War? (Emancipation Proclamation)

Activities

1. Read and report on the 13th, 14th, and 15th amendments to the Constitution.

2. Draw a map of the states involved in Civil War. Locate important cities.

3. Write an adventure story, play, poem or diary of a Negro boy or girl living in the North who may have had relatives in the South (or vice versa).

4. Make a display of an event that took place during the Civil War.

5. Use a diorama to show events. Several children could work on the project with each one working on a special incident.

6. Group of children can show Civil War events over a period of years in a panorama

7. Role-play important leaders in Union and Confederate government.

8. Write a short story about slaves who escaped.

9. Assume that your class is the Congress of the U. S. at the end of the Civil War. What plan for Reconstruction would you advocate?

10. Take a field trip to Civil War museum in the capital building.

Notes to the Teacher

1. Negro slaves in the South were unable to fight for freedom.

2. People in the North who worked for abolition of slavery were often discouraged.

3. While Civil War put an end to slavery, it did not make the Negro a first class citizen.

4. Negroes had little help to learn how to use their new freedom.

5. Some leaders worked hard to gain amendments to the Constitution of the U. S. that would guarantee civil rights.

6. Many people sought to strangle the very roots of the Negro spirit.

7. By the end of the Civil War, approximately 186,000 Negro slaves and freedmen had served in 449 battles. About 75 were officers.

8. Underground railroad was a big issue.

9. In 1863, an anti-Negro riot, the worst racial conflict in American history, rocked New York City, leaving hundreds dead.

10. America's first civil rights bill passed over presidential veto in 1866.

V. Growth of Industry and Progress to Present Day in America (with emphasis on Wisconsin).

Concept - The Negro has contributed to the progress of America by improving his status and overcoming many obstacles in an attempt to acquire equal opportunities in all areas of life. Negroes have advanced in academic and non-academic fields and hopefully will achieve full equality as attitudes change among the majority groups. Wisconsin has done much in the Civil Rights movement to preserve the ideal of equality by protecting rather than restricting the Negro.

Strategies

a. Group discussion may be generated by a current events article regarding a prominent contemporary Negro (in the field of sports, business, government, etc.) and followed with questions such as these: Do you know any other Negro that has been in the news for an important accomplishment? Where could you find the names of others? How did they attain leadership in a particular field? How are the Negroes like anyone else who gains a promotion or receives an honor? Why do we have difficulty finding information on Negroes and their contributions? What suggestions can you give to do a research project?

b. Present a group of pictures of well-known Negroes in America. Ask students to identify them and find out why they were, or are, important. (Teacher should make sure that materials are available for students to obtain desired information.) Why do we know so little about Negroes and their contributions to our country?

c. Use films on the Civil Rights movement. Develop discussion based on film or films. Organize a debate on particular questions such as these: How did the counter sit-ins accomplish results? What other methods do you believe could have been used? How could violence have been eliminated?

d. Use transparency maps of Wisconsin to show the many nationalities and races represented here. How many Negroes do we find in Wisconsin? Where do most of them live? What cities have a high Negro population? How does Madison rate? Why did they settle in these particular places? What problems have the Negroes had in Wisconsin? Madison? Why? What is being done to solve these problems?

e. During Negro History Week in February, the teacher and/or a committee might use a special bulletin board to pose questions pertaining to important Negroes.

f. Start with a resource person i.e. Rev. James Wright from the Equal Opportunities Commission. Have class prepare a list of questions regarding the role of the Negro in Madison. List of other available resource people will be supported by the E. O. C.

Mode of Inquiry

1. What racist beliefs have not allowed Negroes to have equal opportunities in America?

2. What is meant when a person says that a Negro should be "kept in his place?"

3. What special "American" qualities are present at birth? What special "American" qualities are learned?

4. What questions can be raised regarding the explanations of the high rate of violence in the ghettoes?

5. Why did segregation become an accepted way of life in the U. S. ?

6. How was segregation in the West and North different from segregation in the South?

7. What is the relationship between segregation and racism?

8. How did some states take away the voting rights of Negroes?

9. How does Wisconsin regard the Negro? Discuss in terms of employment, civil rights, education, housing and welfare.

10. Does the Negro have civil rights problems in Madison? Why?

11. What are some reasons why the crime rate is higher in a ghetto than in other areas of a city? Does Madison have any problem areas? How can these problems be solved?

12. What effects does a ghetto have on all residents of a given city?

13. What are some common characteristics of all riots? How do some riots differ from others?

14. What are some reasons why there were so few Negro professional people?

15. What are some of the possible causes for mob violence?

16. What are the possible explanations for the statement: "We regard the decision of the Supreme Court as a clear abuse of judicial power...?"

17. For what reasons have Americans formed single-goal-centered organizations? What organizations have resulted?

18. What is the main method used by each of the civil rights organizations to end segregation?

19. What are some of the problems faced by migrants to the large cities of the North?

20. Why could a boycott, a sit-in or a freedom ride help to end the practice of segregation?

21. What are some of the main provisions of the Civil Rights Act of 1964 and the Voting Rights Act of 1965?

22. What is the importance of open occupancy laws and fair employment practice laws?

23. How has the role and the status of the Negro improved during the past one hundred years?

24. What progress must still be made in gaining freedom and equality for all American citizens?

25. Name and discuss organizations formed for the purpose of benefiting the Negro. How successful have these efforts been?

Activities

1. Find and bring to class stamps that have commemorated Negroes in the U. S. and tell the story behind each one. (Picture of Frederick Douglass was put on a 25¢ postage stamp in 1965. He was the first Negro so honored.)

2. Organize a debate on the following: "If states object to federal laws they should have the right to refuse to obey them."

3. Draw a picture of the first United States flag, the one during the Civil War, and the one we have today. Explain the differences.

4. Prepare an oral or written report on basic differences between the North and South, after the Civil War and today.

5. Listen to recordings of Negro spirituals or folk music. What information does the music give us regarding the Negro?

6. Write a report on the life of a famous Negro singer or composer.

7. Locate on a map of the United States places where monuments have been erected in memory of Negro heroes. Describe their heroic deeds.

8. Find out how many Negroes fought in World War I and World War II. How many Negro soldiers were awarded citations or medals during these wars?

9. Report to the class on great Negro athletes. How many have taken part in the Olympics? Discuss the proposed Olympic boycott.

10. Explain the statement: "Good sportsmanship is the trademark of a great athlete."

11. Collect information on important Negro people in the field of science, sports, entertainment, government, business, etc.

12. Bring to class and play some records of blues, jazz, and spirituals.

13. Bring to class and play some records of symphonies and operas such as William Dawson's "Negro Folk Symphony" or Anton Dvorak's "New World Symphony."

14. Make a report on the history of jazz. Listen to jazz music.

15. Write a report on a well-known Negro playwright. What did he write about? Why was he successful?

16. Find out which Negroes represent America in international affairs. Make a scrapbook of newspaper clippings and magazine articles of these people.

17. Write a short story about a Negro who ran for a political office.

18. Make a report about the difficulties that the Negro people have faced in the U. S. in obtaining equal voting rights and educational opportunities.

19. Find and read to the class poems written by Negro poets.

20. Set up a group project such as painting a mural on the subject of Negro history.

21. Find out about the Nobel Peace Prize. What Negroes have received it?

22. Tell why you think the Negro should have equal rights.

23. Have a class discussion on the causes of riots and solutions to such problems.

24. What are common arguments for and against open occupancy laws?

24. Dramatize a current event. A radio of TV show format may be used.

Evaluation

Refer to page of general evaluations. Choose method or methods which best fit your particular unit of work.

Evaluations Used for Any or All Events

1. Pre- and post-attitudinal surveys.

2. Records of classroom responses.

3. Observation of student participation in group or individual work.

4. Own feelings (original and later).

5. Quizzes.

6. Role-playing simulations.

7. Group of individual reports.

8. Written work on work sheets.

9. Response to activities--taking part in or originating an appropriate activity.

10. Final exam.

11. Informative essay:
    a. What knowledge have you gained that will help you understand and solve current problems with those with whom you come in contact?

    b. How can you pass this knowledge on so that our homes, schools, communities, and country can grow in strength for generations to come?

12. Oral or written topic on The American Dream:
    a. What are your dreams for yourself now? Twenty years from now?

    b. How do you think your dream is the same or different from that of other Americans?

    c. If you woke up tomorrow as a member of another race would your dream change? Why? Why not?

Vocabulary Words and Phrases

1. minority
2. racism
3. Mongoloid
4. Caucasoid
5. Negroid
6. UNESCO (United Nations Educational, Scientific, and Cultural Organization)
7. slavery
8. indentured servant
9. planter
10. house slave
11. field slave
12. overseer
13. rebellion
14. militia
15. Abolition Movement
16. Underground Railroad
17. Emancipation Proclamation
18. role
19. Civil Rights Bill of 1964
20. Freedman's Bureau
21. amendment
22. assassinate
23. veto
24. carpetbagger
25. scalawag
26. primary source
27. secondary source
28. opinion
29. fact
30. conclusion
31. "de facto segregation"
32. boycott
33. ambassador
34. civil rights
35. controversial
36. Deep South
37. diplomat
38. Hall of Fame
39. liberal
40. mediator
41. migration
42. Nobel Peace Prize
43. Reconstruction Period
44. spirituals
45. jazz
46. sharecropper
47. Ku Klux Klan
48. segregation
49. appeal
50. literacy test
51. poll tax
52. lynch mob
53. ghetto
54. caste
55. civil rights

56. integration

57. fair employment practices law

58. sit-in

59. freedom ride

60. Civil Rights revolution

61. open occupancy law

62. passive resistance

63. voter registration

64. marches

65. house to house canvassing

66. equal job opportunities

67. Poor People's Crusade

68. Fugitive Slave Law

69. NAACP (National Association for the Advancement of Colored People)

70. metropolis

71. merged

72. massacre

73. citizen

74. dedicated

75. bondage

76. SNCC

77. SCLC

Techniques and Media for Teaching Negro History

1. developmental lessons
2. class discussion - large or small groups
3. outside reading assignments
4. committee work
5. dramatizations
6. creative writing
7. research projects (group or individual)
8. charts
9. bulletin board or table displays
10. movies
11. filmstrips
12. transparencies (overhead)
13. opaque
14. charts
15. tapes
16. stories or poems from library books
17. role-playing
18. resource people
19. field trips
20. current events

Questions and Answers Pertaining to Negroes in Madison and in Wisconsin

1. How many Negroes live in Wisconsin? Based on 1960 census: 74,546 of 3,951,777 total. In Madison? 1,489 of 126,706 total.

2. What percent of the population is Negro in Wisconsin? 2.4% In Madison? 1.8%

3. Which cities have the most Negroes? Milwaukee, Racine, Beloit, Madison, Kenosha, Green Bay. (In order of size, both for Negro population and for size of city in state.)

4. What are the names of important Negroes in the history of our state and city?

A brief check of Wisconsin Magazine of History shows:

Owen Howell whose test case was the first attempt to get civil rights legislation in Wisconsin in 1889. He bought an opera ticket in Milwaukee and the house refused to seat him. He took it to court and this began the campaign.

Rev. Daniel P. Brown was active in the successful campaign to pass the 1895 Civil Rights Act in Wisconsin. Milwaukee.

Carson Gulley is the most recent notable Negro figure in Madison. He was a widely known chef. A dining hall at the University of Wisconsin is named after him. His wife has published a cookbook.

5. What jobs are filled by Negroes?

Madison - occupation distribution of Negroes in sample, i.e. South Madison, 1965

	Sample	Madison - Total
Prof., Mgr., Tech.	20.0	31.1
Clerical, Sales	15.0	30.5
Skillled	11.0	10.0
Semi-skilled	12.5	10.3
Unskilled	8.5	3.6
Service	33.0	14.3

Wisconsin - occupation distribution of Negroes in 5 selected counties (those containing cities with significant number of Negroes).

	Total	Negro	% Negro
All Occupations	228,147	7,616	3.3
White Collar	70,457	262	0.4
Blue Collar	157,690	7,354	4.7

6. What is percent of unemployment among Negroes?

The major problem is underemployment. A 1966 study of Negroes in South Madison showed that 76% of working people expressed interest in changing jobs and learning about new opportunities. About 1/3 felt their jobs did not reflect their capacities.

7. What is percentage of Negroes dropping out of school before age 16?

It is impossible to determine the ages of drop outs, particularly since there are no school records which distinguish color in this area.

What percentage drop out of high school?

A study of years 1952-53 and 1963-54 set the drop-out rate for Negro high school students at 26%. The total rate calculated by the school in 1961-62 was 1.13%

The same study in 1965 found only three Negroes at the University of Wisconsin who listed Madison as their home town.

8. From what states or areas have most Negroes in Wisconsin come?

According to a 1966 survey of South Madison, 3/4 of the Negro population had come from, or were born in urban areas, over half of these from urban areas in the South.

Why did they come here?

The reasons are always the same--to seek better job opportunities, education, etc.

How do they feel about discrimination here?

Regular channels for location of jobs and homes are ignored in favor of word-of-mouth, indicating the fact and/or feeling that they will meet discrimination in trying to use regular employment or housing channels.

A 1965 study showed that 60% felt they could not move because of discrimination, or were not sure they could freely change their residence if they wanted to do so.

9. Which firms, factories, etc., employ Negroes on an equal opportunity basis, or employ many Negroes?

Some 107 of Madison's 138 largest employers have signed the Commission's Plans for Progress Program.

Oscar Mayer
Ohio Medical Products
Ray-O-Vac
Madison-Kipp Corporation

probably employ the most Negroes of any company in Madison.

10. There will be about 14 Negro teachers in the Madison Public School System for 1968-69 school year.

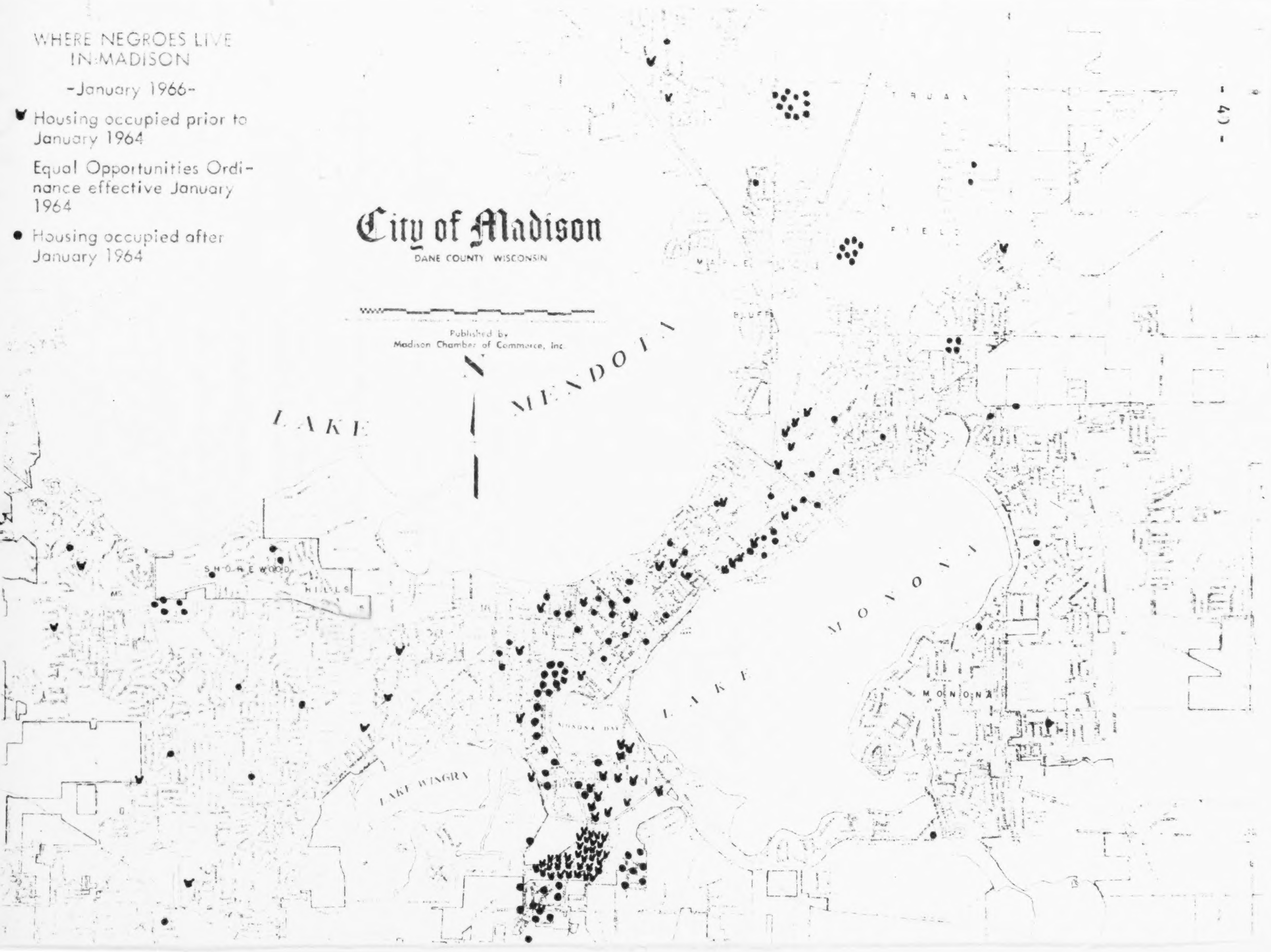
WHERE NEGROES LIVE IN MADISON

-January 1966-

- ▼ Housing occupied prior to January 1964

Equal Opportunities Ordinance effective January 1964

- ● Housing occupied after January 1964


City of Madison
DANE COUNTY WISCONSIN
Published by
Madison Chamber of Commerce, Inc.
N
LAKE MENDOTA
LAKE MONONA
LAKE WINGRA
MONONA
MONONA BAY
SHOREWOOD
HILLS
TRUAX
FIELD
BLUFF

Famous Negroes

Note: The following list of famous Negroes in American history is far from complete, but it has been compiled as an aid to the teacher assisting fifth graders to become acquainted with Negroes who have contributed to the many aspects of American life.

1. Benjamen Banneker (1731-1791) was the first American Negro to write almanacs and scientific treatises on hundreds of diverse subjects, including bees, locusts, and clocks. He was selected by President George Washington to help survey and plan the national capital of Washington, D. C. He spoke out against evils of slavery and wrote a letter to Thomas Jefferson asking him to support the cause of Negro freedom.

2. Phillis Wheatley, who came in a slave ship in 1761, was the first American Negro poet. He published his first book of poems in 1773.

3. James Derham (born in 1762) was the first Negro physician in America.

4. Lemuel Haynes (born in 1753) was the pastor of a church in New England with a white congregation.

5. Joshua Bishop was a minister to a white congregation in Virginia.

6. Prince Hall (born in 1748) organized the first Masonic Lodge for Negroes because Negroes were not allowed to join white Masonic Lodges. He spent the rest of his life protesting unfair treatment of Negroes.

7. Absalom Jones (born in 1747) helped start the first all-Negro Christian Churches in America.

8. Richard Allen (born in 1760) worked with Absalom Jones who started churches because many white people would not worship with Negores.

9. Frederick Douglass (1817-1895) a famous abolitionist, traveled around the country speaking and writing against slavery. He founded The North Star, an abolitionist newspaper. His life was threatened many times--once he had to flee to Canada. He served as advisor to Lincoln, whom he urged to use Negroes in the Union Army. His two sons did serve in the Union Army. He was recorder of deeds for District of Columbia and in 1889 was appointed ambassador to the Republic of Haiti in the West Indies.

10. Harriet Tubman (1821?-1913), great woman abolitionist, became an important part of the underground railroad. She made nine trips to the South and helped more the 300 slaves escape. She served as a nurse and scout in the Union Army and took part in raiding. She was over 100 years old when she died, after spending her later years working for civil rights and women's rights.

11. Sojourner Truth (1797-1883), an abolitionist speaker, devoted her life to speaking for religion and against slavery.

12. Norbert Rilleux, an outstanding engineer, in 1846 invented a vacuum cup that greatly improved method of refining sugar. He became wealthy but was often insulted and treated badly that he returned to France to work as a scientist and teacher until he died in 1894.

13. Paul Cuffe (1759-1817), famous Negro businessman, advanced from sailor to ship owner. His ships carried cargo and freight all over the world. He wanted a better life for Negroes so he built a school for Negro children in New Bedford and used his own money to pay the teachers.

14. James Forten, a free Negro from Philadelphia, became owner of a sail-making and shipping business. He was a good businessman and became quite wealthy. He used most of his wealth to suppt abolition movement in U. S., some backing an abortive attempt to return slaves to Africa in 1831.

15. Blanche K. Bruce was elected U. S. Senator from Mississippi in 1875, an important job for a man born as a slave in 1841. He obtained freedom by running away from his owner during the Civil War. He later was graduated from Oberlin College. He left the Senate in 1881 to serve as Registrar of the Treasury and Recorder of Deeds in Washington, D. C., also working with Freedman's Bureau for many years.

16. Robert Smalls escaped from his master during the Civil War to join the Union Navy by stealing a Confederate ship, the Planter, and sailing it out of the harbor of Charleston, S. C. He delivered the ship to the Union Navy and as a reward was made a pilot in the U. S. Navy and later made captain of a ship. He helped write a new constitution for the state of South Carolina and served as a representative in S. C. Legislature from 1868 to 1874. He served as a representative in the U. S. Congress from 1875 to 1887 and helped write the Civil Rights Act of 1875.

17. P. B. S. Pinchback, the only Negro ever to serve as the governor of a state, had been elected Lieutenant Governor of the state of Louisiana in 1873. When the elected governor was impeached, Pinchback served as governor for 43 days. During the Civil War, he joined the Union Army and commanded a group of Negro soldiers from Louisiana. Later elected to the United States Senate, he never served because the election was disputed.

18. Robert Elliott, born free in Boston and educated in England, in 1868 helped write the new state constitution for South Carolina. He served in the South Carolina Legislature until 1870 and was later elected to the U. S. Congress.

19. James & Patrick Healy entered the priesthood. James, bishop in Portland, Maine; Patrick, a Jesuit, was president of Georgetown University in Washington, D. C. from 1873-1882.

20. Booker T. Washington (1856-1915) founded Tuskegee Institute in Alabama, a school where Negroes could learn skilled trades such as bricklaying, buildin construction, and agriculture. He believed honest labor was a great virtue and the solution to the racial problem.

21. George Washington Carver (1864-1942), scientist-teacher at Tuskegee until his death (1943), experimented with peanuts, soy beans, sweet potatoes and wood shavings, discovered many useful products which furnished a new source of income and prosperity from which both white and Negro farmers benefited.

22. Elijah McCoy (1872-1920), a famous Negro inventor, developed many automatic lubricating appliances used on trains and steamships.

23. Jan Matzeliger (1852-1889) created the first machine for attaching soles to shoes. It was patented in 1883.

24. Granville Woods gained patents on 35 inventions from 1884 to 1910. His greatest inventions were the automatic air brake, manufactured by Westinghouse, and the Multiplex Railway Telegraph.

25. Dr. Charles Richard Drew saved many lives during World War II when he solved the problems of producing blood plasma from whole blood and became the first director of a project for collecting blood plasma for American armed forces.

26. Dr. Ernest Just, who came from a poor family in South Carolina, became a doctor and taught biology at Howard University. He made many important discoveries about the structure and the reproduction of cells. From 1912 until his death, he was a professor of zoology at Howard.

27. Dr. Percy Julian, one of the most famous living Negro scientists, discovered a drug to relieve pain caused by arthritis. He later founded a company to produce this and other drugs. Dr. Julian's son also named Percy is a prominent civil rights attorney.

28. Dr. Theodore Lowless is world famous for his many important contributions to the study of various skin diseases. He received the Harmon Award among other in recognition of his achievements.

29. W. C. Handy, the Negro musician who is credited with creating the "blues," wrote the world-famous "St. Louis Blues."

30. Louis Armstrong, king of jazz, known throughout the world as "Satchmo" because of his wide grin.

31. Bill Robinson, the great entertainer of vaudeville, made over 14 moving pictures for Hollywood. He starred with Shirley Temple in many of them and acquired the nickname of "Bojangles" because he was "happy-go-lucky."

32. Langston Hughes, famous Negro poet, recounted his life in a book, The Big Sea. He has earned many literary awards since his first anthology, Weary Blues appeared in 1925.

33. Marian Anderson (1902-   ) is an internationally loved centralto. She was the first Negro to sing with the Metropolitan Opera Company in New York. When the DAR refused to allow her to sing in Constitution hall, Eleanor Roosevelt and many others left the organization.

34. Ralph Ellison won the National Book Award in the 1950's for his novel Invisible Man.

35. Gwendolyn Brooks won the Pulitzer Prise for poetry in 1950 and also two Guggenheim Awards.

36. Richard Wright (1908-1960), whose most famous book, Native Son, was made into a movie, helped bring about an awareness of the racial problems in this country. He received the Guggenheim Award and a Spingarn Medal for literary excellence.

37. Robert Weaver, head of Housing and Home Finance Agency, became the first Negro member of the President's Cabinet in 1966 when he was named first Secretary of the new Department of Housing and Urban Affairs.

38. Thurgood Marshall, brilliant NAACP lawyer, served as Solicitor General for the United States until his 1967 appointment to the Supreme Court. He is the first Negro to serve on the U. S. Supreme Court.

39. Edward Brooke is a United States Senator from Massachusetts.

40. Carl Stokes is the mayor of the city of Cleveland, Ohio.

41. Richard Hatcher is the mayor of the city of Gary, Indiana.

42. W. E. B. DuBois was the first Negro to receive a Ph.D. from Harvard. He held professorial posts at Wilberforce University and the University of Pennsylvania; he wrote a number of books, including The Philadelphia Negro, a study of the life of Negroes in a large city, and The Souls of Black Folk, a cry against unfair treatment of American Negroes. The moderate Booker T. Washington met with DuBois' complete disapproval when he advised Negroes to stay out of politics and prepare themselves for farming and skilled trades. DuBois said that the result of this would be a second-class citizenship; he believed that Negroes should become doctors, lawyers, businessmen and politicians. DuBois helped to organize the Niagara Movement, which later became the NAACP. DuBois became disillusioned with the frustrating small-pace of the Civil Rights movement and joined the Communish party. In 1957, he left the U. S. for Ghana, where he died in 1963 at the age of 95.

43. Dr. Martin Luther King, the most famous civil rights leader of the 1960's stressed a non-violent protest called passive resistance. The Baptist minister was awarded the Nobel Peace Prize in 1964 and was murdered in April 1968. (Most children in grade 5 no doubt will have much information on King.)

44. Ralph Bunche received the Nobel Peace Prize in 1950 for work in the United Nations in settling Arab-Israeli War. He was the first Negro to get a Ph.D. in political science. He was also an experienced diplomat who became director of the United Nations Department of Trusteeship where he is in charge of all U. N. peace-keeping operations.

45. Henry Aaron broke into professional baseball in 1954 wih the Milwaukee Braves. In 1957 he was voted the National League's Most Valuable Player. He has a life time batting average of 319.

46. Harry Belafonte is a singer, businessman and has three publishing companies. He has made many popular LP records.

47. Margaret C. Coleman is the only teacher of deaf in Freemont, Ohio School System.

48. Nat "King" Cole was the first Negro to have a regularly scheduled national television program. He was a singer and one of country's greatest jazz pianists during the 40's.

49. Lena Horne, the actress who sang her way across the country and the world in two Hollywood films, Panama Hattie and Cabin in the Sky.

50. Jackie Robinson was the first Negro to play in organized professional baseball and was recently elected to Baseball's Hall of Fame.

51. *Willie Mays* is a Negro baseball player who earns more than $100,000 a year.

52. *Mary McLeod Bethune* founded a primary school, which after a 1922 merger with a Methodist school for boys, became Bethune-Cookman College, Jacksonville. The curriculum was based on the belief that students should prepare for living and making a living--with courses in farming, cooking, sewing, preparing food, and caring for the sick. Mrs. Bethune was listed in *Who's Who in America* and named one of the 50 great women in America.

53. *Carl T. Rowan*, syndicated columnist, news reporter for the *Chicago Daily News*, feature writer for *Readers' Digest*, served as director of the U. S. Information Agency in 1964.

54. *Sidney Poitier* has received the highest award the motion picture industry gives to an actor--an Oscar for the best male lead in *Lilies of the Field*.

55. *Arthur Ashe* became, in 1964, the first Negro to be named on the American Davis Cup squad. He was the first American to win the Australian Queensland Tournament.

56. *Garrett Morgan* invented the automatic traffic light.

The primary source of this list of dates in teaching Negro history is Teacher's Guide to American Negro History, by William L. Katz. There are many other important events and dates that may be used by those who would like to pursue a special area or topic in more detail. For important events in America's Civil Rights movement for the past two decades, there is up-to-date material in our schools' IMC Centers. Contact the librarian in your school for all available current materials. There should be a listing of these for teacher reference in each school.

Important Dates in Negro History

1442 Portuguese bring the first Africans to Europe.

1538 Estevanico, an African with the Spanish explorers, opens Arizona and New Mexico to exploration.

1619 First Negroes are brought to Jamestown as indentured servants.

1688 Pennsylvania Quakers organize the first anti-slavery protest.

1741 Slave revolts erupt in New York and South Carolina.

1770 Crispus Attucks, a runaway slave, is the first to fall in the Boston Massacre.

1773 Slave Phillis Wheatley's book of poems is published.

1776-1781 Five thousand slave and free Negroes serve in the Revolutionary Army and Navy.

1787 The Northwest Ordinance bans slavery in all lands north of the Ohio River.

1787 Philadelphia Negroes, forced from a white church, begin their own.

1793 Eli Whitney invents the cotton gin, making slavery on the plantation more important because of the huge amounts of cotton were needed to keep the machine in operation.

1800 Massive slave revolt, led by Gabriel Prosser, is smashed in Virginia.

1814 Two Negro battalions answer Andrew Jackson's call to defend New Orleans against the British.

1815 Paul Cuffee, a wealthy Negro merchant, helps a group of Negroes reach Africa.

1822 Denmark Vesey's conspiracy to capture Charleston is crushed in South Carolina.

1827 Freedom's Journal, America's first Negro newspaper, appears in New York City.

1831 Nat Turner's Virginia revolt is ended by state and federal troops.

1837 William Whipper, a wealthy Negro and civil rights advocate, calls for non-violent resistance to unjust laws.

1841 William Leidesdorff, destined to become a wealthy and noted Californian, arrives in Spanish California.

1841 Frederick Douglass joins the abolitionist movement as a speaker.

1844 George W. Bush leads white settlers into the Oregon Territory.

1846 Free Negro Norbert Rillieux devises a vacuum pan that revolutionizes the world sugar refining industry.

1848 Lewis Temple of Massachusetts invents the toggle-harpoon which became so important to the New England whaling industry.

1850 James Beckwourth, a runaway slave who became a famous Indian fighter, discovers an important pass in the Sierra Nevadas.

1850 Compromise of 1850 includes a strict Fugitive Slave Law that generates greater Northern resistance.

1855 John M. Langston of Ohio becomes the first Negro elected to political office in America.

1859 John Brown leads Negroes and whites in a futile raid on Harper's Ferry, Virginia.

1860 Lincoln is elected president; secession begins.

1861 Negro volunteers are officially rejected by the Union Army, but by September, Negroes were fighting in land and sea battles.

1862 Slave Robert Smalls and his Negro crew deliver their Confederate gunboat to the Union Navy outside Charleston.

1863 On New Year's Day, Lincoln signs the Emancipation Proclamation.

1863 Negroes are offically accepted in the Union Army and Navy.

1863 Anti-Negro riots, the worst racial conflicts in American history, rock New York City, leaving hundreds dead.

1865 President Andrew Johnson of Tennessee comes to office determined to reconstruct the South without the aid of Congress of the Southern Negroes.

1866 America's first Civil Rights bill passes over presidential veto.

1869 First convention of the National Colored Labor Union.

1870 Senator Hiram Revels of Mississippi becomes the first of 22 Southern Negroes elected to Congress.

1873 Negro war veteran P. B. S. Pinchback serves 43 days as governor of Louisiana.

1875 First Kentucky Derby has 13 Negro jockeys out of 14.

1876 Negro cowboy Nat Love wins 3 contests in the Deadwood Rodeo to earn the title "Deadwood Dick."

1877 The federal troops are withdrawn from the South by President Hayes.

1879 "Pap" Singleton, a former slave, leads a Negro exodus of thousands from the South to Kansas and points west.

1883 Jan Matzeliger invents a revolutionary machiny that manufactures an entire shoe.

1890 The Colored Farmer's Alliance reaches a membership of one million.

1893 Dr. Daniel Hale Williams performs the first successful open-heart operation.

1900 Booker T. Washington begins the National Negro Business League.

1909 The NAACP is organized by Negro and white reformers.

1910 The National Urban League is organized to promote job and urban opportunities for Negroes.

1917 Around 15,000 New York Negroes march in a silent parade to protest the mounting number of lynchings and riots.

1919 Twenty-five race riots erupt throughout the nation.

1923 Garrett A. Morgan invents the automatic traffic light.

1925 A reinvigorated Ku Klux Klan marches 40,000 strong in front of the White House.

1933 President Roosevelt hires many Negro advisers who form a Black Cabinet.

1937 Joe Louis, Detroit's Brown Bomber, wins heavyweight crown.

1937 William Hastie becomes first Negro federal judge.

1939 Marian Anderson, denied a Washington auditorium, sings before 75,000 at the Lincoln Memorial.

1941 A threatened march on Washington by Negroes leads to the first federal Fair Employment Practices Commission.

1941 Dr. Charles Drew develops the blood bank system.

1941 Sailor Dorie Miller becomes first American hero of World War II By bringing down four Japanese planes at Pearl Harbor.

1942 Congress of Racial Equality (CORE) is formed by Negro and white believers in non-violent direct action against discrimination.

1943 Detroit's anti-Negro riots disrupt U. S. war effort.

1950 Dr. Ralph Bunche is awarded Nobel Peace Prize for his work in bringing peace to the Holy Land.

1954	U. S. Supreme Court rules segregated schools inherently unequal, reversing a half century of legal segregation.
1955	A Negro boycott of Montgomery, Ala., buses is led to a successful conclusion by Dr. Martin Luther King, Jr.
1957	President Eisenhower orders federal troops into Little Rock, Ark., to enforce court-ordered school integration.
1960	Four North Carolina college students begin a lunch counter sit-in; protest spreads to other areas.
1961	Freedom Riders, testing desegregation of interstate busses, are mobbed in Birmingham, Ala. Kennedy administration provides U. S. marshals for protection.
1962	James Meredith, guarded by U. S. marshals, becomes first Negro to enroll at the University of Mississippi.
1963	Civil Rights demonstrations reach a peak in North and South.
1963	More than 200,000 Americans march on Washington to demand civil rights legislation and jobs.
1963	Mrs. Viola Luizzio was shot.
1964	Medgar Evers was shot in front of his home.
1964	Civil Rights Law is signed by President Johnson.
1964	Violent riots erupt in Negro ghettos of North and South. Cities and suburbs having disastrous riots are Watts, Newark, Detroit, Chicago and many others.
1966	James Meredith survived an attempt on his life which occurred while he was leading a protest march.
1967	Thurgood Marshall is appointed a Supreme Court Justice, the first Negro to hold the position.
1968	Dr. Martin Luther King, Jr. is assassinated on April 4, in Memphis, Tennessee.

Films available at IMC

1. Negro Heroes, F 1002, 11 min. (color)

2. Civil Rights Movement
    F 3054 History of Civil Rights Movement
    F 3055 Mississippi Summer Project
    F 3056 Civil Rights Movement in North
    F 3057 Civil Rights Movement in South

3. Phyllis and Terry - this film pictures two 16 year old girls who live in a New York ghetto.

Filmstrips

1. John Henry (also a record and book in kit)

2. One Way Street (two filmstrips and record)

Records

1. The Glory of Negro History by Langston Hughes - Folkways FC 7752

2. Landmark records

Check with the librarian in your school for current materials that will be arriving at your school for 1968-69.

Sources of Inexpensive or Free Material

1. The Council on Interracial Books for Children, Inc., 9 E. 40th St. New York, 10016, promots books with interracial themes, supplies lists of materials for all school ages, and issues a useful newsletter.
2. The U. S. Government Printing Office, Washington, D. C. provides a catalog of available materials.
3. The U. S. Civil Rights Commission, Washington, D. C. publishes an annual report which covers many phases of Negro life in America.
4. The Johnson Publishing Co., 1820 S. Michigan Ave., Chicago, publishes Ebony, Jet, Tan, and Negro Digest, magazines devoted to Negro affairs and current events. Teachers desiring pictures will find Ebony very good.
5. Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, 10016 has publications and audio visual materials catalogs available free on request.

SOURCES OF ADDITIONAL INFORMATION

1. *Integrated School Books: A Descriptive Bibliography of 399 Pre-school and Elementary School Texts and Story Books.* New York, 1967.
2. Katz, William Loren. *Teacher's Guide to American Negro History*, Chicago, 1968.
3. Koblitz, Minnie. *The Negro in Schoolroom Literature: Resource Materials for the Teacher of Kindergarten Through Sixth Grade.* New York
4. Lawrence, Paul, Florence Randall, Takako Endo, and Esther McStay. *Negro American Heritage.* San Francisco, 1966.
5. Miel, Alice, Edwin Kiester, Jr. *The Shortchanged Children of Suburbia.* New York,
6. Patrick, John J. *The Progress of the Afro-American* . Westchester (Illinois), 1963.
7. Wade, Richard. *The Negro in American Life.* Geneva (Illinois), 1965.

Partial Mailing Addresses for Above

1. NAACP Education Department
   20 West 40th Street
   New York, New York 10018
2. Quadrangle Books
3. Center for Urban Education
   105 Madison Avenue
   New York, New York 10016
4. The Century Schoolbook Press
5. American Jewish Committee
   165 East 56th Street
   New York, New York 10022
6. Benefic Press
7. Houghton-Mifflin Company

STUDIES RELATING TO THE STATUS OF MADISON'S MINORITY POPULATION

(Note: Much of the following information may be obtained with a telephone call.)

1. Comprehensive Housing Survey. Madison Housing Authority. (August) 1966.

2. Equal Opportunity in Wisconsin. League of Women Voters of Wisconson. (February) 1965.

3. Facts About Poverty in Madison. University School of Social Work. 1966.

4. Field, J. G. Enlarging Equal Opportunity in Madison. Community Relations Service of the U. S. Conference of Mayors. (September) 1965.

5. Findings Before the Industrial Commission of Wisconsin. 1963

6. Housing for Low and Moderate Income Families in Madison. League of Women Voters. (February) 1966.

7. Lede, Naomi. Madison's Negro Population. St. Louis Urban League for Community Welfare Council. (April) 1966.

8. Marquette-Williamson Street Area Report. Community Welfare Council. (February 8) 1968.

9. Negro in Wisconsin (The): A Statistical Profile. Legislative Reference Bureau.

10. Neighborhood Planning. Madison Plan Department. (October) 1962.

11. O'Reilly, Prof. Charles. The Negro Community of South Madison. University of Wisconsin School of Social Work. (October) 1966.

12. O'Reilly, Prof. Charles. Some Opinions of Parents in the Williamson Street Area. University of Wisconsin School of Social Work. (May) 1967.

13. Recertification of the Workable Program for Madison, Wisconsin. MRA. 1965-66.

14. Special Census of Madison. (1964).

15. Survey of South Madison Project Area. Madison Redevelopment Authority. (March) 1966.

16. Wisconsin Minority Employment Data Report. Wisconsin Industrial Commission. (September) 1964 and 1965, (January) 1964.

17. Zmudzinski, Florence. Relocation Progress Report. 1964.

Negro History for Grades 8 and 9

Introduction

The Negro history materials designed for use in the Madison schools form a progressive and unified whole, in which each segment develops logically out of what has gone before, and prepares a logical transition to the next stage. Readings and projects, emphasis and approach have all been tailored to grade and level: the primary materials stress personal relationship situations, in classes, homes, neighborhoods, etc.; the fifth grade materials are distinctly historical, tracing the American Negro from slavery to ghetto; the curriculum prepared for grades eight and nine is sociological in emphasis and analytical in method, with explicit stress on accuracy in the separation of mythology from fact, economic from racial determining factors, *ad hoc* explanations from *a priori* motives.

A comparison of the goals of these three consecutive curricula will serve to justify the relative sophistication of this third stage. The introduction to the first segment stated...

> The purpose of this unit is not to teach the Negroes, but to bring about alteration in awareness and attitudes--of *all* children.

The second segment presents a "general concept" to be defended, reacted against, and modified throughout this chronological treatment of American Negro history:

> Americans share basic needs and rights, in exchange for fulfillment of which all must assume responsibility to contribute to the common good--in spite of adverse influence by factors beyond individual control.

The third segment begins with the flat statement that "our present textbooks do not deal adequately with the contributions of Negro Americans," and directs teacher and students in the "supplementation" of traditional materials and beliefs. The "new" facts and figures demand re-evaluation of previous "knowledge," which was derived from evidence incomplete at best, or simply ingested whole by the child from ill-considered remarks by adults. (It might be noted here that these units are "propaganda" in the positive sense of the word.)

Because this early contact with racial prejudice must be assumed, the first move in this unit involves the examination of existing "awareness and attitude" in the light of such basic facts as those brought forth by William Loren Katz, whose Teacher's Guide to American Negro History served as a basic reference for the authors of these curricula:

> He (Katz) stresses the importance of viewing present-day racial disorder as part of a continuum: anti-Negro rioting has occurred throughout United States History; Negroes have always resented being treated as less than equals; some white Americans have always sided with their black brothers. Katz also warns against over-emphasis of the superlatively successful Negro, because it makes the situation of the masses more difficult to comprehend; success of the few members of a minority should not be allowed to obscure the plight of the many.

The "continuum" mentioned in the quote calls for the re-evaluation of the "general concept" underlying the second segment. Is it just to expect the assumption of "responsibility" by people whose "needs and rights" have never been fulfilled? How "adverse" do "adverse influences" have to be before "individual control" is eliminated entirely? How "common" is a "common good" which excludes ten percent of the population? This type of semantic analysis is an invaluable aid in the demytholization process:

> The supplementation will take two directions. One will be an attack on myths: Negroes as biologically inferior, contentment of Negroes in slavery or servitude, Negroes as merely too lazy to follow avenues of progress open to all minorities. The second approach will be the projection of a more accurate image of the Negro by noting the contributions made in spite of restrictions, and individual differences occurring in spite of legally enforced stereotypes.

An impressive aspect of this unit is the amount and variety of activity included in it. There is a feeling of concerted, combined effort to correct a wrong which is much more than merely academic. Here is an opportunity for youth to demonstrate to the older generations a positive and important way that the world is topsy-turvy and that something can be done about it by young people. The introductory statement that traditional materials are inadequate to young needs is intended as a challenge to motivate the unit activities.

Initiation

An attitude survey is to be administered at the beginning and at the end of the unit. Each time the results will be discussed and interpreted by the classes, in terms of the answers to and the natures of the individual items. For example, a survey item such as "Do Negroes have a 'natural' sense of rhyth ?" might be dissected in the following manner: Is a "yes" to this question a compliment to the Negro people? What is the connotation of the question? Does the question make sense in terms of modern medical knowledge about anatomy, etc.? In this way, the more subtle varieties of racial prejudice can be probed.

As a next step, the curriculum suggests an elaborate role-play situation designed to increase understanding of the dynamics of minority-majority interaction. The class is divided into groups according to superficial criteria such as the wearing of glasses, hair color, eye color, etc. These groups are then assigned to a progression from greatest to lowest prestige, and seated according to the scale, with the "greatest" in the front seats and the "lowest" in the back. The teacher then is to flatter and favor students according to where they sit. "Lower" students may be ridiculed and given extra work, etc.

This dramatization is to be followed by careful examination of the reactions of all groups, in terms of feeling about themselves and about other groups. This discussion should yield some important basic principles of the outward and inward manifestations of prejudice, which (principles) can then be applied to religious and nationality prejudice as well as that of race. A discussion of national stereotypes and derogatory vocabulary connected with these would be affective at this juncture.

Research

Once the vocabulary of racial discrimination is agreed upon, the multi-phase projects begin in the IMC. First, groups of students, assigned to particular limited subject areas, compile bibliographies including all available media. A composite bibliography will be distributed to all students for later use.

In the classroom, there is to be frequent use of the "reaction paragraph" following a variety of presentations and reading assignments. This will insure that students are "processing" information for later conclusion-drawing. The technique is particularly effective following "high-impact" presentations such as a slide series showing Negro wretchedness in the United States and in Wisconsin, including pictures of slums, KKK members, and young riot victims.

There is an implicit assumption that these materials are going to raise personal and cultural as well as academic problems. Students will have ample opportunity for individual and small-group conferences with the teacher; individual and small-group projects will be tailored to the academic projects will be tailored to the academic and emotional needs of the students.

Applicaton

The best kind of class activity is one which combines valuable and interesting content with the "feel" of widely-applicable mental processes and techniques. Such an activity is the survey of community attitudes which is part of this unit. The students construct the individual items and organize them in a logical sequence; they select a representative area for the sampling, divide this area into "territories;" they conduct the survey and analyze the results. This data is compared to their own attitudes as revealed by the classroom surveys before and after the teaching unit. Not only will this activity help the students to better understand their own attitudes in terms of influence by the older generations, but they will also derive a greater appreciation for the emotional difficulties encountered in situations which require the surrender of assumptions and attitudes which always "worked."

Another insight to be gained from the survey pertains to the nature and requirements of social change: How is change to be accomplished? What are the dangers involved? When is revolution preferable to evolution? Is democracy out of date? Is the "pluralistic" society a contradiction in terms? Are there social alternatives which are intrinsically undesirable?

The designers of these strategies have not neglected more conventional approaches and materials. They suggest the use of anthropological studies of the institution of slavery in various times and cultures, not to demonstrate that slavery is somehow "natural" because of historical precident, but that the pattern of the institution is more or less stable: the practice is always more detrimental to the slave-holder group than to the slave group. There is also a stress on more complete biographical data, a presentation of total men and women, not just shadowy figures characterized in terms of a particular event or achievement. Herein lies a key to the vitality, immediacy, and morality of this unit: participants are inexorably drawn to the consideration of Negroes in American history as human beings.

THE BLACK AMERICAN

In this unit, a descriptive analysis of the contribution of the black minority to the whole of American life, it has been necessary to confront the agonizing complication which any such contribution involves:

> How can the black man become a part of this
> whole without surrendering his own identity
> and heritage?

This question leads to a second:

> To what extent is America truly a pluralistic
> society in which each may share in the "American
> Dream" of equal opportunity?

Neither of these questions has an answer; none of the problems behind them has a solution--in the mathematical sense. But in the processes of asking, examining, attempting, and failing there is hope of "overcoming" these and many more. This unit is made up of such processes, and as a result will prove most effective if used as a culmination to synthesize and reinforce all of American History 8 and 9.

Teaching strategies include pre- and post-unit student attitudinal surveys, large group presentations, non-directive teacher- and student-led discussions, individual student research and analysis of sources, use of outside resource persons, a field trip, student debate, a community attitudinal survey prepared and administered by the students, and a role-play simulation.

Evaluation of student progress is accomplished through analysis of the following: pre- and post-unit attitude surveys, performance in discussion groups and simulation exercises, performance in research and writing exercises, and results of the written unit exam.

This unit makes frequent use of the small group discussion, both teacher- and student-led. Such small groups, however, require careful structuring by the teacher to be successful. In setting up a small group situation, the following steps should be followed:

1. The topic for discussion must be clear so that students understand what they are to discuss. Vague wording will only lead to an ineffective group.
2. The teacher should have a clear, obtainable goal in mind for the groups--e.g. to make generalizations about the conditions under which Negroes were brought to this country. If the small groups are to be led by student leaders, they must be briefed on the goal of the discussion.
3. A series of questions should be provided which will guide the discussion from the recall of fact to synthesis of generalizations. The teacher should meet with the student leaders to construct a meaningful series of questions such as the one following:
    a. What are all the important facts?
    b. What value judgments have been made?
    c. What alternative interpretations of the facts exist?
    d. Which of these interpretations seems most valid in terms of other facts? Why?

Objectives

1. Ability of students to define and analyze the meanings of "minority group" and "pluralistic society".
2. Ability of students to trace the historical development of the Black American and apply this background to the analysis of the current developments in civil rights.
3. Opportunity to analyze and evaluate attitudes toward the "American Dre of a pluralistic society which guarantees equal opportunity for all.
4. Reinforcement of skills in gathering bibliographic sources, analyzing primary and secondary sources, and writing research projects.

PROCEDURE

Step 1. Objective: #3

Teaching Strategy: The teacher will ask the students to complete an attitude survey. The survey should be administered without comment and kept by the teacher until the end of the unit. Following is a sample survey.

Materials: Copies of the survey.

Evaluation: Results of pre- and post-surveys will be compared and discussed in terms of significant group and individual attitude alteration. A chance to evaluate this kind of data could involve the class as deeply as any of the material in the unit proper.

Step 2. Objective: #1

Teaching Strategy: The class will be divided into small groups at the blackboard, and each group will be asked to list as many minority groups as they can for 5-10 minutes. At the end of this time, the chairs will be replaced in regular rows. Students will be seated according to some distinguishing characteristic, e.g. glasses, eye color, sex, braces, etc. Whichever group is chosen as superior will sit in the front of the room, the inferior group in the rear. For the remainder of this period, the superior group shall be accorded special privileges, such as informality, special teacher attention, mimeographed notes, socializing at the end of the hour, etc. The inferior group might be assigned such tasks as taking their own notes, cleaning blackboard, picking up papers, and straightening desks. They will be the last to leave and are forbidden any socializing.

A class secretary will be appointed, and the lists compiled and placed on the board. From this compiled list, what general characteristics could one say minority groups have? This should lead to a classification of the list into several categories: economic; religious; ethnic; political; labor/management; urban/rural; healthy/unhealthy; age/youth; situation minorities; women in science, politics, etc; gifted student/apathetic, etc.

Once the groups have been categorized, with 10-15 minutes remaining at the end of the period, privilliges/chores assigned to the resprective groups can be carried out.

NEXT DAY. Using the categories arrived at yesterday, have the class characterize minority groups. Once these characteristics are identified and written on the board, compare them with definitions from

Wagley and Harris and Williams. Have the class decide their definition needs to be changed, modified, or expanded. During the final 15-20 minutes of this class, students should discuss, drawing from their experiences in these two groups, their personal concept of a minority group. This should include the treatment of such groups, feelings toward the other group, etc.

Upon the conclusion of this task, explain to the class that any minority group could be chosen to be studied in detail, but because of the times and the relevance of the situation, that the class will embark on a detailed study of the most obvious minority group in the U.S. today--the Black American.

Materials: Transparancies of Minority Group Definitions (Wagley and Harris and Williams) taken from: American Minority Relations. 2nd Ed. James W. Vander Zanden. Ronald Press Co., New York, 1966. Overhead Projector and Screen.

FIVE DEFINITIVE FEATURES OF A MINORITY

(Wagley and Harris, 1964)

1. A minority is a social group of any size whose members are subject to limitation by a controlling majority group. Limitation might take the form of prejudice, discrimination, segregation, or persecution or any combination of these.
2. This form is often related to special characteristics that its members share, physical or cultural or both, which the dominant group holds in low esteem.

3. Minorities are social units characterized by a consciousness of this kind: "I am one of them."
4. Generally a person does not become a member of a minority voluntarily; he or she is born into it.
5. Members of a minority group tend, by choice or necessity, to marry within their own group (endogamy), thus perpetuating the differences between the dominant and minority groups.

Williams--1964:

A minority is any culturally or physically distinctive and self-conscious social aggregate, with hereditary membership and a high degree of endogamy, which is subject to political, economic, or social discrimination by a dominant segment of an environing political society.

Step 3. Objective #2

Teaching Strategy: Have students read (before or during class) The Crossing to the New World by Cowley and Mannix. (Alternate selection for slow readers might be Story of the Negro pp. 53-61, or In Their Own Words pp. 1-10).

In small-group discussion, teacher or student-chairman could help students to come to a generalization about the conditions under which the Negro was brought to America.

Questions for discussion might include:

1. Who was responsible for Negro slavery?
2. Under what conditions were Negroes brought to this country?
3. How did the Negro "migration" to America compare to the migration of other groups.

Materials: Copies of books.

Evaluation: Student performance in class discussion and/or a reaction paragraph on question 1 or 2 above after reading the selection and before the class discussion.

Step 4. Objective #2

Teaching Strategy: Have students read (before or during class) excerpts by Handlin and Degler, included in The Negro In America by Larry Cuban. In small-group discussion led by teacher or student, attempt to reach an understanding about why the American Negro was kept in bondage. Discussion might include these questions:

1. How are the Handlin and Degler interpretations concerning American Negro slavery alike? How are they different?
2. Which interpretation do you accept? Why?
3. If you cannot accept either interpretation, how do you explain the institution? (Prepare to present evidence to prove your hypothesis.)

Materials: Copies of The Negro in America by Larry Cuban.

Evaluation: Student performance in class discussion. Again, teacher might also ask students to write a paragraph on question #1 after students have read the selections and before the class discussion begins.

Step 5. Objective: #2

Teaching Strategy: An illustrated review of the history of the Negro in America is presented in large group lecture. The outline of the presentation should follow the list of illustrations below. As presentation is intended to have a high visual impact, interspersed teacher comment should be kept to a minimum.

Materials: Slides included with this unit.

Slide #	Slide Topic
1	Slave trader in Africa
2	Slaves being transported to ships
3	Slave raffle notice - 1769
4	Shooting of Cirspus Attucks in Boston
5	New England Whalers
6	War ship in War of 1812
7	Slave sale notice
8	Slave sale notice
9	Slave Market in America - 1852
10	Breaking up of slave families
11	Slaves working in fields
12	Slaves in front of quarters
13	Cotton gin
14	Harriet Tubman—one of the founders of the Underground RR
15	Slaves transported by Underground Railroad
16	Newspaper warning to freed Negroes
17	Uncle Tom's cabin poster
18	Frederick Douglass
19	Black Civil War troops
20	Civil War recruiting poster showing Negro troops and white officer
21	Black Union troops
22	Negro soldier
23	First Negro officer
24	Sgt. Wm. H. Carney of the 54 Mass., 1st Negro Congressional Medal of Honor
25	First integrated jury - 1867
26	Black homesteaders
27	Black cowboy
28	Black miners
29	Black troops charging San Juan Hill with TR's Rough Riders
30	Booker T. Washington
31	George Washington Carver teaching at Tuskeegee Institute
32	Chart of lynchings in the US.
33	Black troops in World War I
34	KKK rally
35	KKK rally
36	Passing the KKK on
37	Black farm family in the depression
38	Black "separate but equal" schools in the 1940's
39	World War II recruiting poster
40	Black pilot in WW II
41	Tank commander WW II
42	Signs of segregation
43	Signs of segregation
44	NAACP lawyers (including Thurgood Marshall) after Brown v. Board 1954

Slide #	Slide Topic
45	Central High School--Little Rock, Ark.
46	White reaction to integration
47	Troops escort student to school
48	White reaction
49	Sit-in demonstration
50	Picketing of House Un-American Activities Committee
51	Martin Luther King, Jr. - 1958 rally
52	Bombing of King's home
53	Viet Nam troops
54	Viet Nam troops
55	Viet Nam troops
56-end	Current conditions

Step 6. Objectives: #2 and 5

Teaching Strategy: Divide the class into groups of 3-4 students. Take the groups to the IMC and ask each group to prepare a bibliography of materials on an assigned period of American Negro history. The bibliographies should include all available printed and AV materials and historical accounts, biographies, fiction, etc. The following time period assignments are suggested: 1865-1900, 1900-1954, 1955-1958, 1959-1961, 1962-1963, 1964-1965, and 1968. Groups should begin their work in the IMC during the class period and finish on their own time. The assignment should be completed in 2-3 days.

Materials: The following is a sample of printed and AV materials which are available in most Madison IMCs and which should be included in the bibliographies prepared by the groups:

+*326 Eb67n	Ebony, ed.	The Negro Handbook
*326 Sl5a	Sloan	The American Negro
323 M25a	McWilliams	The Brothers Under The Skin
323.4 B26	Bernett	Where The States Stand on Civil Rights
B24f	Barker	Freedoms, Courts, Politics: Studies in Civil Liberties
B41f	Belfrage	Freedom Summer
+ 323.4 B71s	Bowen	The Struggle Within
323.4 C24s	Carter	So The Heffners Left McComb
L96w	Lubell	White and Black
+ 323.4 St45	Sterne	I Have A Dream
323.4 W13a	Wakin	At The Edge of Harlem

+ 323 Sp2n	Spangler	The Negro in America
326 B45m	Bernard	Marriage and Family Among Negroes
B64o	Bontemps	100 Years of Negro Freedom
B64s	Bontemps	Story of the Negro (4)
D22b	Daniel	Black, White and Grey
D85	DuBois	Black Reconstruction in America
G58o	Goldwin	100 Years of Emancipation
+ 326 J64t	Johnston	Together in America
326 L83	Lomax	The Negro Revolt
+ 326 M49	Meltzer	In Their Own Words: 1916-1966
M49t	Meltzer	Time of Trial, Time of Hope
326 R11a	Raab	American Race Ralations Today
R56b	Robinson	Baseball Has Done it
R240	Redding	On Being Negro in America
W27u	Washington	Up From Slavery
+ 326 Sw5	Swift	North Star Shining
326 W58	White	Lost Boundaries
371.9 B61d	Blaustein	Desegregation and the Law
Z6d	Ziegler	Desegregation and the Supreme Court
+ 821.8 H87	Hughes	Poetry of the Negro, 1746-1949
B64a	Bontemps	American Negro Poetry
901 C897	Ferguson	Countee Cullen and the Negro Renaissance
+ 900 R65f	Rollins	Famous American Negro Poets
H87	Hughes	Famous American Negroes
H87f	Hughes	Famous Negro Music Makers
R39	Richardson	Great American Negroes
R65t	Rollins	They Showed the Way
St44L	Sterling	Lift Every Voice
+ 901 C25g	Graham	Dr. George Washington Carver, Scientist
C25w	White	George Washington Carver
P54	Yates	Prudence Crandall, Woman of Courage
+ 973 H673a	Hoff	America: Adventures in Eyewitness History
+973.7 M12	McCarthy	Worth Fighting For
+326.9 H87p	Hughes	A Pictorial History of the Negro in America (2)

Filmstrips

+ 326H — History of the American Negro
- "From Africa to America"
- "The Negro faces the 20th Century"
- "The Negro Fights for the 'Four Freedoms'"
- "The Negro in Civil War and Reconstruction"
- "The Negro in Gilded Age"
- "Slavery in a House Divided"
- "Slavery in the Young American Republic"
- "The Threshold of Equality"

+ 901 — Booker T. Washington

Special Facilities: Prior arrangements with the IMC should be made.

Evaluation: The bibliographies should be graded for thoroughness and accuracy. The teacher should monitor the activities of each group to be certain that each member of each group is contributing to the group product.

Step 7. Objectives: #2, 3, and 4 (Specifically, students will develop a greater understanding of the life in American urban ghettos.)

Teaching Strategy: Have students read the Scope series of articles on the American Ghetto: "How did Ghettos Come About," "The American Ghetto 1900"," and "The American Ghetto 1968." In small-group discussion led by teacher or student, discuss the conditions of American ghetto life. The following discussion questions are suggested:

1. How did American urban ghettos come about?
2. What were the ghetto conditions like in 1900? What are they like today? Have conditions changed?
3. What alternative proposals can you think of to eliminate ghettos?
4. Do we have a ghetto in Madison? (At this point, teacher might show to the group the included slide program showing slum conditions in Madison. This can be used as a starting point for the discussion of the question concerning ghettos in Madison.)
5. If we have ghetto conditions in Madison, what should be done about them?

The discussion of Negro living conditions in Madison should serve as an introduction to the speaker scheduled for step 9. Students will be able to compare and contrast their initial impressions with those received from the speaker.

Materials: Copies of Scope, January 18, 1968
Slide program on ghetto conditions in Madison.
Slide projector and screen.

Evaluation: Student participation in small-group discussion.

Step 8. Objectives: #2 and 4

Teaching Strategy: Students will begin a formal research project on some phase of Black American History. The teacher should introduce the project through brief discussion of several suggested topics: Famous Negros, Negro contributions to the Arts and Sciences, the development of Jim Crow laws, Negro educational institutions, etc. The teacher should then distribute copies of the bibliographies prepared by the various student groups for use in this research.

The teacher should consult with each student on his choice of topic. While those who are more academically able will want to do an actual research paper, other kinds of projects might be suited to the needs of the slower students. For such students, some projects might include: a pictorial report on one of the above topics, a record presentation demonstrating the Negro contribution to music, illustrations of one of the fiction books included with this Unit, dramatization of one-act play cuttings from a play such as Raisin in the Sun, a taped interview with some person on the current situation of the Black American, demographic maps comparing the concentration of black population today and in the past, or a scrapbook of clippings and pictures of some famous Negro singing group, etc.

students in large-group. Ideally, the formal presentation should be brief so that the students can engage in an informal dialogue with the guests. Mrs. William Fay, Mr. Merit Norvel, the Rev. James Wright or Mr. Eugene Parks would be pleased to speak to the students. Suggested topics pertaining to the Negro in Madison include:

Living conditions?

Job Opportunities?

Police protection?

Extent of service offered by other public and community agencies?

Special Facilities: If possible, the session should be video-taped for future use.

Evaluation: After the speaker leaves (or during the next class session) the teacher should ask students to compare their initial impression of Negro life in Madison (gained from discussion in Step 7) with the impressions after listening to the guest speaker.

Step 10. Objectives: #3 and 4

Teaching Strategy: The students will attempt to sample community attitudes toward the black American by preparing and conducting an opinion survey.

1. Preparing the Questionnaire: The teacher should acquaint the students with some of the basic guidelines for the preparation of a valid questionnaire. The class should then be divided into small groups--each group being asked to prepare a list of questions they would like to include. The results can then be given to a committee of student volunteers who will work with the teacher in making the final selection in preparing the final form.

These projects can be launched during one or more class periods. While the students are beginning their research in the library the teacher can schedule and hold individual conferences to help in topic selection and work schedules.

What should the teacher be looking for, particularly in those projects which may not make use of traditional research materials? Following are some guidelines for evaluating the research projects:

1. How is the idea organized? What is the method of approach the student is going to use in beginning his work?
2. Where is he looking for information? Has he attempted to use a variety of sources available?
3. How is he progressing in combining his original idea with outside material?
4. How much time has he allotted each day to work on the project? (The teacher sees the need for additional conferences.)

Special Facilities: Library or IMC.

Evaluation: The requirements and format for the project should be carefully discussed with the students. The projects are due at the end of the unit and should be graded on both content and form.

Step 9. Objectives: #3 and 4. (Specifically, students will begin to investigate conditions of Negro life in their city and inquire into what they can do to help achieve in Madison "equal opportunity for all.")

Teaching Strategy: One or more members of the community familiar with the problems of Negroes in Madison can be invited to speak to the

2. Selecting the Sample: The teacher should then aquaint the students with the basic guidelines for proper sampling. Together, the class should select the group or community they wish to sample and each student should be assigned a territory.

3. Compiling the results: A volunteer group of students should work with the teacher in compiling and tabulating the results.

This project should cover 2-4 class periods, with the interviewing done by students on their own time.

Materials: Copies of questionnaire
Map of community
Resource material for preparing and conducting opinion surveys.

Evaluation: At the end of the unit, the results of the adult survey should be compared and contrasted with the results of the pre- and post-unit attitude surveys. The similarities and differences should be discussed by the class in terms of what groups of people are more readily able to accept social changes.

Step 11. Objectives: #2 and 3 (Specifically, what are the characteristics of the civil rights movement today?)

Teaching Strategy: A large-group slide presentation of the Negro civil rights movement, showing some of the leaders, the organizations, and the programs and methods. The following is a list of the slides included with this unit:

Contemporary Negroes

1. Students escorted to school
2. Civil rights worker
3. Civil rights sit in
4. Crowd control
5. Malcolm X
6. Black Muslim Meeting
7. Elijah Mohammad
8. *Life* mag. cover
9. Watts-Fire Bomb
10. Children in Watts
11. Looting
12. What to do
13. Newark Police
14. Newark Police
15. Newark Police and kids
16. Detroit Riot
17. National Guard
18. Cop on guard
19. Detroit aftermath
20. Carl Stokes
21. Mayor Hatcher, Gary, Ind.
22. Senator Edward Brooke
23. Stokely Carmichael
24. Martin Luther King
25. Mrs. King
26. Funeral
27. Chicago Blackstone Rangers
28. Cosby and family
29. Godfrey Cambridge
30. Louis Armstrong
31. Duke Ellington
32. Davis, Belafonte, Sidney Poitier
33. Pearl Bailey
34. Leslie Uggams
35. Willie Mays
36. Ernie Banks
37. Tommy Smith
38. Mike Larret
39. Jackie Robinson

Step 12. Objectives: #2 and 3 (Specifically, what are the characteristics of the Negro civil rights movement today?)

Teaching Strategy: Prior to the class period, students will be asked to read pp. 163-176 in Cuban's *The Negro in America*. Slides depicting the agony of the civil rights struggle will be shown at the beginning of the class. In small group discussion, the students will be asked to discuss the present civil rights movement. Suggested questions for discussion include:

1. What are the major Negro civil rights organizations, their leaders and objectives?
2. Evaluate the various approaches to the civil rights movement; non-violence, civil disobedience, etc. Which do you think is most effective? If you were a civil rights leader, what approach would you use? Why?

3. If you oppose the violent approach, how can you justify the colonists' revolutionary approach to obtaining what they thought to be their civil rights?
4. How do you believe the white "back-lash" to the Negro civil rights movement should be dealt with?

Materials: Copies of the Negro in America by Larry Cuban.

Evaluation: Student performance in small-group discussion. In addition, students might be asked to write out in their order of preference the approaches that they think are the most effective in helping the American Negro to achieve his goals. The students should then be asked to present and defend this listing in the small group discussion.

Step 13. Objectives: Steps 2 and 3 (Specifically students will consider means to the end of "equal opportunity for all.")

Teaching Strategy: Four members of the class recruits or volunteers will debate the resolution: Resolved--the American Negro civil rights movement should adopt violent means to achieve those civil rights which are guaranteed to all Americans. The debate will take place in class. Debate procedure will be observed (see attached rules). Each member of the class will score the debate and participate in a general discussion of the resolution at the end of the debate.

Materials: This debate should be set up a few days prior to its presentation. The teacher and IMC Director should provide assistance to the debaters in gathering evidence.

Evaluation: Debaters will be scored and graded. Other students will be evaluated through their participation in the class discussion that follows.

Step 14. Objectives: #3 and 4.

Teaching Strategy: The students will take the post-unit attitude survey. Then, in small group discussion, the students will compare the results of their pre- and post-unit surveys and the results of these surveys with the adult community survey. The following questions for discussion are suggested:

1. Can human attitudes about the Negro be changed?
2. What problems are involved in changing these attitudes?
3. What are the possibilities of changing the attitudes of Madisonians?

Materials: post-unit student attitude survey
results of pre-unit student attitude survey
results of adult attitude survey.

Evaluation: Noteany change in student attitudes as reflected by the post-unit student survey.

784 RECORDS

784.4 "The Negro Voter." King, Martin Luther. (American History in Ballad and Song, side 4 band 5--with texts and teaching guide.)

901 #110 "George Washington Carver." (Enrichment Mat.,--American Landmakers; 1 side with guide.)

326 H87g The Glory of Negro History. Hughes, Langston. (Folkways 1960--2 sides)

FILMSTRIPS

901 "Booker T. Washington." (Builders of America series; 48 fr. B & W)

FILMS

All the films used here are available from BAVI, Madison.

Walk in My Shoes. 54 min., McGraw-Hill. B & W. Gives understanding of the dilemma of the Modern Negro and attempts to reflect the variety of approaches to the problem.

Watts--Riot or Revolt. 50 min. CBS. B & W. Excellent study of the causes and process of the Watts riot in 1965.

What About Prejudice--17 min; McGraw-Hill. Color. While the clothing in this film is out of date, it is an interesting examination of prejudice among high school students. The film makes frequent reference to, but never shows, a boy named Bill, the victim of this prejudice.

To Find a Home. U. Of Wis. B & W. Very authentic examination of the ordeal faced by a black family in their search for a home. Shows prejudice realistically, and ends with a discussion provoking scene.

Epitaph for Jim Crow--14th Generation Americans--Anti-Defamation League. B & W. Rather advanced film in lecture form, emphasizing the history of the 14 generations of Black Americans with illustrative examples.

SLIDES

Slides used in this unit were taken primarily from the following sources:

Year's Pictorial History of the American Negro, ed. by Baldwin H. Ward

Civil Rights: The Challenge of the 14th Amendment, Peter Goldman

SLIDES (Continued)

At the Edge of Harlem, Edward Wakin

The Negro Cowboys, Philip Durham and Everet L. Jones

Famous Negro Music Makers, Langston Hughes

A Pictorial History of the Negro In America, Langston Hughes and Milton Meltzer

BOOKS

+301.451 D29a	The American Negro Reference Book. 1966. 969 p.
+370.19 An2c	Children of the South. Anderson, Margaret. 1966. 208 p.
+326 Ap8d	A Documentary History of the Negro People in the United States. Aptheker, Herbert. 1951. 2 vols.
+323.4 B41f	Freedom Summer. Belfrage, Sally. 1965. 246 p. (Mississippi's civil rights.)
+325.4 B64a	Anyplace but here. Bontemps, Arna. 1966. 372 p.
+326 B64a	100 Years of Negro Freedom. Bontemps, Arna. 1961. 276 p.
+901 C25b	Story of George Washington Carver. Bontemps, Arna. 1954. 182 p.
+326 B64s4	Story of the Negro. Bontemps, Arna Wendell. 1964. 243 p.
+323.4 B67s	The Struggle Within: Race relations in the United States. Bowen, David. 1965. 159 p.
+326 B81s	The Story of the American Negro. Brown, Ina C. 1957. 212 p.
+973.8 B857	Freedom Bound. Buckmaster, Henrietta. 1965. 185 p.
+323.4 W87s	The Strange Career of Jim Crow. Woodward, C. Vann. 1966. 205 p.
+326 D83u	The Unfinished March. The Negro in the US. Reconstruction to World War I. Drisko, Carol F.

+978 D13n	The Negro Cowboys. Durham, Philip. 1965. 278 p.
+901 Ar57	Trumpeter's Tale: The Story of Louis Armstrong. Eaton, Jeanette. 1955. 191 p.
326 Eb7n	The Negro Handbook. Ebony (compiled by the editors). 1966. 535 p.
+323.4 G56m	Mr. Kennedy and the Negroes. Golden, Harry. 1964. 319 p.
+323.4 G569	Civil Rights: The Challenge of the 14th Amendment. Goldman, Peter. 1965. 120 p.
+901 C25g	Dr. George Washington Carver, Scientist. Graham, Shirley. 1944. 243 p.
+326 G87b	Black Like Me. Griffin, John. 1961. 176 p.
+822 H19	A Raisin In The Sun. Hansberry, Lorraine. 1959. 142 p.
+372.1 H390	Our Children Are Dying. Hentoff, Nat. 1966. 141 p.
+901 C25h	George Washington Carver. Holt, Rackham. 1963. 342 p.
+900 H87	Famous American Negroes. Hughes, Langston. 1955. 147 p.
+900 H87f	Famous Negro Music Makers. Hughes, Langston. 1955. 179 p.
+326 H87p	A Pictorial History of the Negro in America. Hughes, Langston. 1963. 337 p.
+326 J63i	Into the Main Stream: A Survey of the Best Practices in Race Relations in the South. Johnson, Charles S. 1947. 355 p.
+326 J64t	Together in America. Johnston, Johanna. 1965. 158 p.
+901 B88	Ralph J. Bunche, Fighter For Peace. Kugelmass, Joseph A. 1962 179 p.
+355.1 L51n	Negro Medal of Honor Men. Lee, Irwin H. 1967. 139 p.

+326 M49	In Their Own Words. Meltzer, Milton. 1964-1965. 2 vols.
+B St473m	Thaddeus Stevens and the Fight for Negro Civil Rights. Meltzer, Milton. 1967. 231 p.
+326 M49t	Time of Trial, Time of Hope: The Negro in America, 1919-1941. Meltzer, Milton. 1966. 120 p.
+973.7 M12	Worth Fighting For. McCarthy, Agnes. 1965. 118 p.
+973.7 M24n	The Negro's Civil War. McPherson, James M. 1965. 358 p.
+901 T79p	Harriet Tubman. Petry, Ann. 1955. 247 p.
+900 R65fn	Famous Negro Entertainers of Stage, Screen and TV. Rollins, Charlemae. 1967. 122 p.
+900 R65T	They Showed The Way. Rollins, Charlemae. 1964. 165 p.
+323.4 Sch2	The Peaceable Revolution. Schechter, Betty. 1963. 243 p.
+326 S15a	The American Negro. Sloan, Irving. 1965. 84 p.
+323.4 Sm6o	Our Faces, Our Words. Smith, Lillian. 1964. 128 p.
+325 Sp2n	The Negro in America. Spangler, Earl. 1966. 93 p./ (Part of the In America series).
+901 T79	Freedom Train. Sterling, Dorothy. 1954. 191 p.
+900 St473m	Lift Every Voice. (Lives of Famous Negroes). Sterling, Dorothy. 1964. 116. p.
+901 B465s	Mary McLeod Bethune. Sterne, Emma. 1957. 268 p.
326 Sw5	North Star Shining: A Pictorial History of the American Negro. Swift, Hildegarde H. 1947.

+901 W26	Up From Slavery: An Autobiography. Washington, Booker T. 1928. 330 p.
+323.4 W46s	Southerner. Weltner, Charles, L. 1966. 188 p.
+901 C25w	George Washington Carver. White, Anne I. 1953. 182 p.
+323.4 W87s	The Strange Career of Jim Crow. Woodward, C. Vann. 1966. 205 p.
+901 P54	Prudence Crandall, Woman of Courage. Yates, Elizabeth. 1955. 246 p.
+326 Y8f	The First Book of American Negroes. Young, Margaret. 1966. 86 p.

FICTION

Bontemps, Arna, Sad Faced Boy. 1937-118p. This is a story that is pretty out of date. A Negro boy moves from Alabama to Harlem, where he joins a neighborhood band. The boy, Slumber, finally pines for the cotton bales and food of Alabama and returns to the South.

Bradbury, Bianca. Lots of Love, Lucinda. 1966-171pp. This is the story of a Negro student from Alabama who comes to live with a Connecticut family as a result of a high school exchange program. She and her "sister" meet subtle discrimination and various teenage problems. An auto accident brings a crisis and a happy ending.

Brodsky, Mimi. The House at 12 Rose Street. 1966-157pp. A Negro family moves into a previously all-white neighborhood. Bobby lives next door to the new family, and he becomes the object of hostility as he makes friends with the Negro children. Eventually he helps the town change its attitudes.

Haas, Ben. The Troubled Summer. 1966-192pp. Story of a young Negro in the South who stumbles upon a KKK hideout and causes violent repercussions. Primarily a story of a civil rights struggle and of the boy's attempts to conquer his own prejudices.

Hays, Florence. Skid. 1948-126pp. (boys 9-14) A Negro boy from the South moves to Connecticut with his family. He feels alone until he saves the school play, forms a school baseball team, and becomes a school hero.

Jackson, Jesse. Call Me Charley. 1945-156pp. Story of interracial group relations at Arlington Heights High School. Charley is anchor man on the track team.

Levy, Mimi C. Corrie and the Yankee. 1959-189pp. A Negro slave girl during the Civil War befriends a wounded Union soldier, and helps him escape through the Southern lines; she joins her father who is a scout for the Union army. Stereotyped picture of Southerners; shows how Corrie plays to what white Southerners expect her to be.

Marshall, Catherine. Julie's Heritage. 1957-231pp. Young Negro girl's problems in entering high school. Good review in Saturday Review.

Newell, Hope. A Cap for Mary Ellis. 1953-200pp. Mary Ellis is one of the first Negroes to enter Woodcrest Nursing School. The book presents the problems of such a situation well.

Petry, Ann. Tituba of Salem Village. 1964-254pp. Tituba and her husband are slaves. They are sold and live in the village of Salem until the witch trials.

Rodman, Bella. Lions in the Way. 1966-254pp. This is a story of the attempt to integrate the local high school in a Southern town. (Title is taken from an old Negro slave song).

Shotwell, Louisa R. Roosevelt Grade. 1963-151pp. A family of Negro migrant workers finally settles down with the help of their young son, Roosevelt.

Sterling, Dorothy. Mary Jane. 1959-214pp. This is the sotry of the problems and solutions of a young girl who is one of the first Negro students to integrate the local high school.

Vroman, Mary Elizabeth. Harlem Summer. 1967-190pp. A young Alabama Negro comes to spend a summer in Harlem. During the summer, he makes many friends, and broadens his attitudes about people, white and Negro.

Colman, Hila. Classmates by Request. 1964-187pp. Story of the integration of a Negro high school. Ellen Randall does not want her high school integrated, but eventually she becomes close friends with one of the new white students.

Summary of Eleventh Grade Teaching Episode of Negro History

U. S. History Since 1929

As with the other units of Negro History--for primary, fifth and eighth-ninth grades--the content of this episode and the teaching strategies employed are of a piece: in both there is an unmistakable impression of motion--from past to present, from white to Negro points-of-view, from objective to subjective, from student to student. This effect is quite intentional, as one discovers in the second paragraph of the introductory "Overview:"

> The concept of change is vital because too many students see the civil rights conflict as static, and so continue to react to out-moded aspects. The struggle for social and political equality in the past is not the same as the demands of the civil rights movement in the South during the fifties and the outbreak of rioting and civil disorder in the North during the sixties are quite different....

Social change has occurred. Why? A partial answer can be found through demography, the science of human statistics. This definition pertains to one of the two objectives of this episode: "To identify and evaluate the relationship between demographic factors and social change."

A stronger emphasis placed on what is to come than upon what has been; facts and figures are presented as tools in the construction of valid predictions and useful hypotheses. There are no "answers" in this episode; the process of inquiry is not aimed at any quasi-mathematical solution. This idea is introduced immediately by means of a short quiz which is not "corrected," but used as a springboard for discussion. Only after the various alternatives are presented by and to the class are students given a "data sheet" for comparison and contrast with their own responses--for the purpose of discovering areas of agreement and disagreement.

The particular kind of social change brought about by and/or accompanying shifts in population distribution is especially interesting because rootlessness is one of the defining characteristics of the American people. Putting this another way, the Negro emigration operates as part of a gigantic pattern of motion, but since the black and white currents often oppose one another in midstream, the Negro is often overcome by the resulting social waves. For example, there has been in the 1960's a widespread movement of white people from central urban to suburban homes. Negroes, often from the South, flood in to fill the population vacuum, but since these people cannot also fill the tax revenue and the leadership gaps, the city cores become disaster areas of poor schools and services. Meanwhile, the suburbs flower with the advantages which have again been snatched from the hands of the black man.

The movement of Southern Negroes into the North suggests the second objective of this teaching episode: "To make predictions about the future trends in black and white relations in the North and the South." Up to this point in the consecutive Negro history units, there has been no attempt to differentiate between the Northern and Southern philosophies of race relations, except in a general historical fashion. In this episode the dichotomy is emphasized by the division of the class, for research purposes, into the two "regions" of opinion. (There are many and varied opportunities for the exchange and correlation of the parallel bodies of information.)

In the introductory "Overview," there is a statement which is significant enough to bear repeating: "The episode could be adapted to a number of courses, although it is particularly suitable to contemporary American history." This information and the projections to be derived for it belong to the total picture of American life. Negro history is not a page pulled out in a moment, to be returned in another; the facts and dates and names were gradually scratched or slashed from the pages of American history; the re-integration of them into the text must occur at all levels, within all academic disciplines, as part of all areas of human experience.

Teaching Episode: "The Negro Population in America"

Overview

The episode could be adopted to a number of courses, although it is particularly suitable to contemporary American history. Demography pinpoints our attention upon the sociological changes which have come about in the situation of the American Negro, particularly those resulting from and accompanying shifts in population.

The concept of change is vital because too many students see the civil rights conflict as static, and so continue to react to outmoded aspects. The struggle for social and political equality in the past is not the same as the demands for justice in the present; the demands of the civil rights movement in the South during the fifties and the outbreak of rioting and civil disorder in the North during the sixties are quite different. A most instructive application of the principles underlying these changes would be an assignment asking students to predict the future avenues of change. This project lends itself to an independent study structure.

It should be noted, too, that this episode could fit into a contemporary history course in its relationship to the general study of population and its change. Probably no more significant pattern of the twentieth century has been the change from rural to urban, urban to suburban, and North to South. To compare the pattern of the Negro population to the national pattern should not only help the student better understand the Negro, but the whole nation as well.

Teaching Episode: The Great Black Emigration and What It Means to America

Objectives

1. To make predictions about the future trends in black-white relations in the North and South.
2. To identify and evaluate the relationship between demographic factors and social change.

Understandings

1. The relationships between balck and white Americans in different parts of the country have experienced change because of the alteration in the distribution of the Negro population.
2. The direction of migration within the United States has been rural to urban, south to north, and urban to suburban.
3. The black American has been the participant, as well as the victim, of the migration patterns of the United States.
4. Because of urban developments, population increases and changes in the national and racial composition of migrant labor groups, the problem of the American Negro is different than it was before World War II.
5. Those who are most likely to react with the greatest degree of dissatisfaction are those who are closest to achievement of a particular goal.

Teaching Strategy

The emphasis here is upon student inquiry: the asking of vital questions, the development of answers, and the application of answers to projections of the future. The teacher's role is that of director, guide, and a resource person. It is important that the students participate in the initial research in order for the teacher eventually to draw the threads together. The episode begins by giving the student a short quiz (enclosed). Rather than correcting the quiz in class, the teacher will conduct a discussion of opinions. The teacher will have to gauge the length of time needed for this according to the interest shown and the level of the group. One area that could be explored during the discussion is the image of the American Negro in movies and television. The teacher might conclude the discussion with a brief expository statement comparing percentage gains to population increase. For example, if the number of houses available to blacks in Madison doubled from 100 to 200, but the black population tripled, how much gain has been made?

The student would be then given the rest of the period to compare his answers to the data sheet. It is assumed that he will have his paper corrected by the next day. (Data sheet enclosed.)

The second day the teacher divides the students up into small groups for comparison and contrast of answers. This is a good opportunity for the teacher to function in a semi-tutorial role. Once, it appears that the members of each particular group have reconciled all of their answers, the teacher will assign each group the task of discussing these questions:

1. Why are the problems of Negro-white relationships in the North different than they are in the South?
2. What effect does this black migration have upon the South? the rural areas of the South? the urban areas?
3. How are these areas alike in the matter? How are they different?
4. Looking back over all the material that you have discussed thus far, which group of black Americans (from the North or the South) will pressure hardest for change in the next ten years? Why?

Before the period is over, the group should be re-assembled to hear an outline of the next three days of activity. If the discussion groups went well, the teacher should be able to exploit some level of disagreement over whether the North or the South will change the fastest. The members of the class are divided into two groups, according to their interest in studying the problems of the North of the South. The above questions should serve as the framework of their research. It is important that the librarian be alerted to the needs of the two different groups to facilitate their efforts in the library.

The third day is spent in the library. Those studying the North should go during the first half of the period. Those studying the South should go during the second half. (In some schools, this can easily be handled through the seminar structure.) The students are informed that on the fifth day, they are to hand in a paper, with bibliography, summarizing their data and conclusions. Special emphasis should be placed upon their making some kind of projection about the future in the North as compared to the South. While the first half of the class is at the library, the teacher could hand out copies of an article from Transaction, "The Changing Realm of King Cotton," (master attached) for the students to read. For the other half of the group, the teacher might use the Kerner Report.

The fourth day is spent much like the third, except in reverse order. The group studying the South should go first, while the teacher leads the other half of the class in discussion. Particular emphasis is placed on evaluating the significance of the rise of "black power" in the nothern cities. As an assignment, the students could be asked to read the last section of either Wade's book, *The Negro in American Life*, or the Heath publication, *The Negro Struggle for Equality in the Twentieth Century*. Both contain a dialogue comparing Martin Luther King, Jr. with Malcolm X. Both groups should be asked to evaluate King as a reflection of the South and Malcolm X as a reflection of the North?

The second half of the hour allows the teacher to help to bring together some of the ideas and facts that the people studying the South have accumulated. There is less information available in the South so the teacher might need to fill in some gaps. For the sake of discussion, it might be effective for the teacher to allow the students of both groups to arrive at different conclusions for question number four (above). At the end of the day, six people are chosen for a panel to discuss and summarize the research and discussion.

The last day focuses upon the panel discussion and student reaction to it. The teacher concludes the class hour and the episode with a brief lecture on the understandings listed at the beginning of the unit.

Within the schools having an adequate IMC, there are opportunities for the student to view some movies, series #3055, 3056 and 3057, which contribute further insight. There is a set of films available at the Board of Education which might be useful. They dramatize history up to 1963, giving the students a chance to observe some of the activities of the fifties and the early sixties and to compare their differences in demands in the North as compared to the South.

This episode could serve as a springboard for a number of activities: a study of the future prospects in race relation in Madison, the study of the history of the civil rights movement, and the general study of population changes in the

United States. There are many possible variations in format of the episode. For example, the unit could culminate in a debate over the issue of which area will change the fastest.

Evaluation

Part of the evaluation by the teacher should involve change in awareness and attitude by the student from beginning to end of the unit. Emphasis should be given to the validity of the projections rather than the assumed accuracy.

Quiz: Distribution of the Negro Population in America

_____ 1. Within the past twenty years, the percentage of the population which is Negro (a) has rapidly increased (b) is slowly declining (c) has remained about the same (d) experienced a trememdous gain which has recently leveled off.

_____ 2. In 1910, the majority of the Negro Americans lived in the (a) South (b) North (c) West (d) East.

_____ 3. In 1966, the majority of the Negro Americans lived in the (a) South (b) North (c) West (d) East.

_____ 4. In 1966, the majority of the Negro Americans lived in (a) rural areas (b) small towns (c) urban areas (d) medium sized cities.

_____ 5. In 1966, the percentage of Negro Americans in the South as compared to the North would be closest to this ratio: (a) 90/10 (b) 70/30 (c) 55/45 (d) 30/70.

_____ 6. Today, Negro Americans represent a portion of the nation's population which is, roughly, one out of every (a) five (b) one hundred (c) ten (d) twenty.

_____ 7. Probably the most important problem facing the country in its relationship to the Negro population is (a) change of distribution through migration (b) a high birth rate among Negroes (c) a high rate of migration out of the country to Africa (d) a larger number of older Negroes moving to the North.

_____ 8. The North faces particular problems in that most of the population increase is (a) the older person trying to escape discrimination (b) the young adult migrant and the large number of children born to these adults in the city (c) the high birth rate typical of most cities (d) the middle-aged Negro moving to the suburbs.

_____ 9. In 1960, the state which had the largest Negro population was (a) Georgia (b) Mississippi (c) Wisconsin (d) New York.

_____ 10. In 1960, the degree of segregation in the northern cities was (a) about 50% (b) about 30% (c) about 73% (d) about 86%.

_____ 11. The typical Negro in America is (a) a rural sharecropper (b) a city-dweller (c) a suburbanite (d) a small-town dweller.

_____ 12. The percentage of Negro Madisonians is about (a) 1.8 (b) 15 (c) 30 (d) 10.

_____ 13. Most of the Negro Madisonians had been born in (a) rural areas of the South (b) rural areas of the North (c) urban areas (d) Madison.

Data Sheet: The Negro Population in America

1. In 1630, the Negro American was only 1.3% of the population. This number rose to 21.4% in 1770. During the next 50 years, both black and white increased steadily, with the percentage remaining about the same. With the great emigration from Europe at the turn of the century, the percentage dropped below 10% and has remained at about this level except for a slight increase in the past decade.

2. In the 1920's the beginnings of a great emigration of black people to the northern (predominately white) states began. In 1910, over 91% of the nation's 9.8 million Negroes lived in the South. Between 1910 and 1966, the total number of Negro Americans more than doubled to 21.5 million, but the number in the North increased eleven-fold (from 880,000 to 9.7 million).

3. In 1960, for the first time a northern state, New York, had a larger Negro population than any southern state.

4. This emigration from the South was greater during 1920-30 than 1910-1920, but fell off during the depression decade. During the 1940's and 1950's, net emigration of Negroes from the South assumed record proportions. Between 1950 and 1960, the South lost nearly 1.5 million Negroes by emigration, while the North gained more than one million and the West nearly 400,000.

5. Emigration is a highly selective process. Negro emigrations (like the nation as a whole) have drawn most heavily from those in the young adult ages. Consider Negro males in Georgia who were between the ages of fifteen and thirty-four in 1920. Emigrants during the 1920-30 decade numbered forty-five out of every one hundred average population in Georgia. Mississippi lost nearly one-half of its young Negro adults by emigration, principally to northern cities.

6. Dramatic as some of these figures are, they are understatements because they only describe net emigration. There are large numbers of Negroes who are moving within the state, from one northern state to another, and some, back to the South. During the First World War, there are stories of special trains taking the entire young adult population of a small Southern community at one time. Nor do these statistics describe the dramatic impact of the extremely large numbers of these emigrants that arrive at Harlem in New York, or the South Side of Chicago.

7. This emigration results in new social costs for each of the areas affected. The investment of the South in food, clothing, housing and schooling is lost when the young people leave just as they are ready to begin productive employment. The remaining rural Negroes are a population with many dependent children and old folks, but with depleted numbers of young and middle-aged adults to support them. This emigration has its blessings for the South as well, as it alleviates the economic pressure of providing jobs and housing for an additional number of Negro citizens. This is not a function which has been adequately fulfilled in the past, it is assumed that the reluctance remains.

8. A fact of life which must be faced by northern states is that they are now faced with great demands for housing, jobs and schooling for this large number of Negro emigrants, as well as the large number of northern-born Negroes that are experiencing the same population increase as the rest of the population. During the past half-century, just under one-half of the non-white residents

of the North and the West were born in the South. Currently a high percentage of these northern-born Negroes are children. If these children are to be adequately trained and educated, the North and not the South must bear the responsibility.

9. The picture of the typical American Negro as a southern sharecropper is a long-outdated stereotype. As of 1910, just over one fourth of Negroes and just under one-half of whites in the United States lived in cities. These national figures mask considerable regional variation. Within the South, Negroes and white were equally urbanized, with about one-fifth living in cities. Within the North and the West, the limited number of Negro Americans usually ended up in the cities (77%).

10. In 1960, most Negro Americans live in an urban setting. In the South, 58% live in cities. In the North and West, the figures are 96% and 93%, respectively. When comparing black and white population figures, the black American is more urban than the white American.

11. Almost all Negro population growth--98% from 1950 to 1966--is occurring within metropolitan areas, primarily within central cities. The vast majority of white population growth--78% from 1960 to 1966--is occurring in suburban portions of metropolitan areas. Since 1960, white central-city population has declined by 1.3 million.

12. As a result, central cities are becoming more heavily Negro, while the suburban fringes around them remain almost entirely white. The twelve largest central cities now contain over two-thirds of the Negro population out of the South and one-third of the Negro total in the United States.

13. According to a recent study, in 1960, the average segregation index for 207 of the largest United States cities was 86.2. In other words, to create an unsegregated population distribution, an average of over 86% of all Negroes would have to change their place of residence within the city.

14. Madison population statistics, based on 1960 census: there are 1,489 Negro citizens in Madison, 1.8% of the total. This compares with a state percentage of 2.4%.

15. Three other cities have more Negroes than Madison. They are Milwaukee, Racine, and beloit.

16. According to a 1966 survey of South Madison, three-fourths of the Negro population had come from, or were born in urban areas; over half of these from urban areas of the South.

Sources: Davis, John P. The American Negro Reference Book. Englewood Cliffs (New Jersey), 1966 (Prentice-Hall).

Kerner, Chairman Otto. Report of the National Advisory Commission on Civil Disorders. New York, 1968 (Bantam).

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Sociology: Grade Twelve Social Studies

Unit III The Black American: A Search for Identity

Introduction

The primary function of this unit is to provide the student with opportunity to apply the concepts and understandings of Unit II (with emphasis on "Identification" and "psycho-social needs")--for the purpose of developing empathy with the search of the modern American Negro for personal identity. This difficult quest involves two distinct but closely related tasks:

1. The Negro (as well as the white community) must reject the demeaning and demoralizing mythology which has been designed to serve as his rite of passage into the white world of upward mobility and material affluence. The relative safety of this stereotype must be relinquished before the second phase - the creation of a new and "true" image - can be begun.

2. If the rejection of the old is difficult, the assumption of the new is more so because of the necessity of bringing into accord two almost contradictory elements: the heritage of historical greatness, which the myth has forced the Negro to renounce; and the unsatisfactory contemporary conditions, which reflect the myth and misrepresent the man - to Negro and white worlds alike.

The teaching strategy of this unit involves the comparing and contrasting of the Negro's subjective views of himself and his objective reality. Merton's "Self-fulfilling Prophecy" serves to organize the material around this one of the greatest difficulties created by the white race for the black. The students should be brought to see how the totalitarianism of slavery depended upon the Negro's lack of self-esteem. Presented side by side with examples of Negro contributions to American life, these materials will reveal the unusual resilience of the Black American, who has achieved greatness in spite of a society which has legislated against his psycho-social needs. When students see the universality of this identity struggle, they will be better able to comprehend more specific problems of ghetto housing, unemployment, etc., which is discussed in later units.

An implicit goal of this unit is the confrontation by students of civil rights as a continually evolving rather than a static question: How can society best satisfy the changing needs of the black American without breakdown in our social order? This question opens the way to discussion of such varied alternative answers as non-violence, violent urban protest, and the Black Power movement.

Unit Three - The Black American - A Search for Identity

Concept	Understandings
1. Historically speaking, the races of the world are biologically and sociologically equivalent to each other.	A. All men share common biological and social needs.
	B. Biological and anthropological evidence serves to demonstrate the innate intellectual equality of all races of the world.
	C. All races have contributed great civilizations to the history of the world.

Further Explanation

The student should gain some knowledge and understanding about the scientific facts available about the races. The point of this initial store of knowledge is to emphasize that the belief of inferiority promulgated by some races to serve as a rationale for the subjugation of others has no basis in fact. The main point of the unit is realization by the student that the success of the system depends on the *Negro's acceptance of the myth inferiority*.

The students should develop an understanding of the universality of human *being* along with racial and biological equality (introduced in the first two units). The relationships among culture, environment, and man's biological needs can be re-examined in this context to help the student understand the similarities, at the same time recognizing the great differences between one man and another: biologically he is most similar; culturally, he is most variable.

Student Activities

- Assign each student the contribution of one black American to U. S. or World History. Some examples might be Crispus Attucks, Phillis Wheatley, Benjamin Banneker, Salem Poor, and Frederick Douglass. (Two good sources for the teacher to refer the students to are, *The American Negro* by Logan, which should be available in all of the high schools, and *Before the Mayflower* by L. B. Bennet.) These reports should be very brief, so that the total affect will be a general impression of the number of black Americans from which could be derived boundless Negro pride in his own heritage...which could inspire boundless white respect for that heritage.

- Prepare a mythical city-state to illustrate to students some indications of "civilization" in early world history: elaborate street and sewage systems, Mohenjo Daro (India); elaborate artistry and architecture, Angkor (Cambodia); large Amphitheatres and irrigation systems, Coban (Mayas of Mexico); and high level technology and science, particularly medicine, in Timbuctu (Guinea, Africa). After describing this mythical city and pointing out its composite nature, the teacher could organize an exercise in inquiry. Explain that there is to be a series of questions, wherein the first is answered before the second is given, the second before the third, etc. When a student has an answer written, the teacher must okay it and give him the second question. Thus, all of the students are forced to go through the process of thinking out the ideas and arriving at some conclusion rather than depending upon the one who is most vocal.

Questions: 1. What do all of these city-states have in common?
    (they all developed in relative isolation, they were examples of civilization.)

2. How are they different from one another?
    (each represents a different place in the world - in each case, most are different races.)

3. What do they have to do with an attempt to understand the Afro-American and his identity?
    (Concept 1, page 98.)

Concept	Understandings
2. Totalitarianism is an attempt on the part of a ruling elite to completely control all people within a geographic region.	A. Slavery was a totalitarian system in which the Negro served the needs of the white elite; "Jim Crow" was an attempt to re-instate this totalitarianism in a subtler form. B. Mass-oriented societies, emphasizing individual powerlessness, are more prone to accept totalitarianism than those which are pluralistic C. Totalitarian control is never complete until the people believe about themselves what the ruling elite wants them to believe. D. In a totalitarian system, all wishes of the people and goals of their institutions must be subordinate to the needs of the state.

Further Explanation

In this unit, slavery is viewed as a totalitarian system, in terms of cumulative effect upon the individual. The goal is to help the student develop empathy for the victim of totalitarianism, in order that he may better understand the difficulties of today's Afro-American in his search for identity against the background of slavery.

The student should understand the ability of the totalitarian state to control the thinking of its members. They should also realize, however, the demands in time and effort to maintain this control. The slavery system responded to attacks from without and within by developing elaborate defenses and justifications for its inequities.

Student Activities

- Create a role-play situation to provide some experience of membership in a totalitarian system. Some suggestions:

1. Choose three students who are willing to act out some roles. Ask them to come late, one before the other two to inform you and the class that one of the other two has been in a fight. Accuse the suspect when he arrives so that he may deny it, having his friend make excuses for him. Sometime during the class, arrange to have the office send for him, and while he is gone, discuss his guilt with the class. The "friend" can now confess that he really wasn't with this individual, that he lied. The class will probably be quite concerned and the teacher can take advantage of this to convince them in a rather subtle way of the guilt of this individual. At this point, the class will be able to see how much thought control can be carried on by the totalitarian state by controlling all levels of communication.

2. Ask for volunteers without telling them exactly what they have to do. After they have agreed to participate, tell them that they are going to assist you in teaching totalitarianism by having to do whatever they are told. The type of actions and activities that you will force them to go through will depend upon the type of students in the class and its general atmosphere. Eventually, however, there should be some activity where you force them to believe something which isn't true at the same time preventing access to the facts. For example, the participants can be forced to look toward one wall and then you and the rest of the class teach them that the other wall is pink.

- Ask the students to read the descriptions of the slave life as described by Douglass and Cato in the American Education Publication, "Negro Views of America." What had the system succeeded in doing in the second case? (Cato) (This is the key to the discussion.) Using this material and what the students can recall from their U. S. History courses, ask them to try to identify situations that would convince the slaves that they were inferior? (Of particular importance is the religious justifications reinforced by the Negro churches.)

Unit Three - The Black American - A Search for Identity

Concepts	Understandings
3. Most Afro-Americans are committed to the values of the American culture, but lack the means to gain these ends.	A. In spite of racial barriers, Afro-Americans have made significant contributions to American culture, technology, and security.
	B. Although the United States' economy has grown in such a way as to greatly improve the condition of the average American, the relative deprivation of the average black American has become greater.
	C. Only through the acquisition of political, social and economic power can the black American change this pattern of frustration.

Further Explanation

The student should understand that the the Afro-American has continually contributed to the American system in spite of his second-class citizenship.

Student Activities

- The teacher could begin a discussion by asking the students to identify some well-known Negro Americans. The list might include these people:

1. Althea Gibson
2. Joe Louis
3. Jackie Robinson
4. "Wilt" Chamberlain
5. Booker T. Washington
6. George Washington Carver
7. Jim Brown
8. Louis Armstrong
9. A. Phillip Randolph
10. Edward Brooks
11. Sammy Davis, Jr.

Because of exposure to mass media and at least one United States history course, most students should be able to identify the individuals named above. The teacher might then remind the students of other individuals discussed at the beginning of the unit, e.g. James Drew.

At the end of the class, a summary of Negro participation in the country's wars might prove interesting. (A good source of information is Before the Mayflower by Lerone Bennett; particularly helpful is a final chapter called "Landmarks and Milestones.")

The following assignment will be given: Using the information from discussion and reading, describe the attitude of the Negro toward America. The following points should be considered:

1. Negroes continue to contribute to the American way of life in spite of the institutional handicaps inherent in that way of life.

2. Protest (most) registered against these handicaps has occurred within the system itself.

3. The Communist Part has been relatively unsuccessful in its attempts to recruit Negro Americans.

Discussion should eventually be brought to this question: How will limited gains and participation in the system affect present commitment of Negro masses?

Concepts

4. Continual frustration has a negative affect on the self-image of young people, which tends to perpetuate a cycle of poverty, despair and a general lack of identity (self-esteem).

Understandings

A. Those persons most susceptible to a feeling of powerlessness (anomie) are those who lack self-esteem; anomie tends to promote a high rate of homicide or suicide, drug addiction, and mental illness.

B. In order to create real changes, civil rights and black power groups must provide the black ghetto dweller with a feeling of self-worth before the social pathology of the ghetto can be stopped.

C. As more demands of a discriminated-against minority are fulfilled, the pressure for new and more radical changes will increase.

Unit Three - The Black American - A Search for Identity

Further Explanation

(Note to teacher: Again, the same procedure can be used: show the student the contributions of the Negro and then how the system frustrates him, continues to attack his self-concept.)

The student should understand the affect of the ghetto upon its black residents.

The student should be able to relate the development of personality, particularly in terms of the process of identification, (Unit II), to the importance of the family structure upon the developing individual.

The student should also see the relationship between civil rights activity and the development of the self-concept of the participant.

1. How successful have been the civil rights organizations which emphasize non-violent techniques?

2. What kind of changes are needed to give the Afro-American a sense of worth and dignity?

Key Issue

How can society best satisfy the needs of the black American without a breakdown in our social order?

Student Activities

- The teacher could use Dark Ghetto by Kenneth Clark as a source of information that could provide students with insights into the conditions confronting dwellers. Clark spends much of his time pointing out how the residents most of all want to be participants in the kind of life typical of white America. After this introduction, the students could be given reproductions or excerpts from the chapter, "Pathology of the Ghetto." The students could be divided the next day to discuss how they think that the problem could be solved. The teacher must continually remind the members of each group of the problem of self-doubt and alienation that has to be overcome before other progress can be made.

- The movie, Portrait of the Inner City School, illustrates the relationship between the individual, the school and the community. This film is particularly useful to illustrate some of the concepts discussed in Unit II which are applicable to this unit.

- The movie, Phillis and Terry (Madison Board of Education, A.V. Department) illustrates examples of attitudes and self-concepts of two Negro teen-age girls living in the ghetto.

- If there are Negro members in the class, ask them if they would like to describe how they fee about themselves as a result of their own experiences.

- Have a student debate on the topic, "Resolved: that non-violence is the best method of bringing about effective change in the conditions of the urban ghettos of America."